Practice Book O
Contents

Unit I • All About Us

We Are Special
_Pam and Sam_

Phonics: Short _a_ ............................................................. 1
Words to Know ............................................................ 2
Comprehension: Character Chart ................................... 3
Comprehension: Plot Development: Character ............... 4
Structural Analysis: Inflectional Ending: _s_, Short _a_ .... 5
Fluency .......................................................... 6
Text Feature: Photographs ............................................. 7
Phonics: Short _a_ ............................................................. 8

Ready, Set, Move!
_I Can! Can You?_

Phonics: Short _a_ ............................................................. 9
Words to Know ............................................................ 10
Comprehension: Retelling Chart ................................. 11
Comprehension: Retell Events in Order ....................... 12
Structural Analysis: Inflectional Ending: _s_, Short _a_ .... 13
Fluency .......................................................... 14
Text Feature: Labels ...................................................... 15
Phonics: Short _a_ ............................................................. 16

Growing Up
_How You Grew_

Phonics: Short _i_ ............................................................. 17
Words to Know ............................................................ 18
Comprehension: Retelling Chart ................................. 19
Comprehension: Retell Events in Order ....................... 20
Structural Analysis: Double Final Consonants ............. 21
Fluency .......................................................... 22
Study Skill: Parts of a Book .......................................... 23
Phonics: Short _i_ ............................................................. 24

Pets
_Pet Tricks_

Phonics: _r_ Blends .......................................................... 25
Words to Know ............................................................ 26
Comprehension: Setting Chart ..................................... 27
Comprehension: Plot Development: Character and Setting 28
Structural Analysis: Possessives: ’s ............................ 29
Fluency .......................................................... 30
Text Feature: List ........................................................ 31
Phonics: _r_ Blends .......................................................... 32

Teamwork
_Soccer_

Phonics: Final Blends: _nd, st, nt, nk_ ............................. 33
Words to Know ............................................................ 34
Comprehension: Author’s Purpose Chart ..................... 35
Comprehension: Author’s Purpose ............................. 36
Structural Analysis: CVCC Words .............................. 37
Fluency .......................................................... 38
Literary Element: Rhyme ............................................... 39
Phonics: Final Blends: _nd, st, nt, nk_ ............................. 40
Review: Words to Know ............................................... 41
Review: Words to Know ............................................... 42
## Unit 2 • Outside My Door

### Animal Families

**Animal Moms and Dads**
- Phonics: Short \(o\) .................................................. 43
- Words to Know ...................................................... 44
- Comprehension: Main Idea and Details Web ................. 45
- Comprehension: Main Ideas and Details ......................... 46
- Structural Analysis: Inflectional Ending: \(-ed\) .................. 47
- Fluency ......................................................................... 48
- Literary Element: Rhythmic Patterns .............................. 49
- Phonics: Short \(o, a\) .................................................. 50

### Helping Out

**Little Red Hen**
- Phonics: Short \(e\) .................................................. 51
- Words to Know ...................................................... 52
- Comprehension: Retelling Chart .................................. 53
- Comprehension: Retell Events in Order ......................... 54
- Structural Analysis: Contraction: \(n't\) ......................... 55
- Fluency ......................................................................... 56
- Text Feature: Diagram .............................................. 57
- Phonics: Short \(e, o\) .................................................. 58

### Where Animals Live

**A Prairie Dog Home**
- Phonics: Digraphs: \(sh, th\) ........................................ 59
- Words to Know ...................................................... 60
- Comprehension: Main Idea and Details Web ................. 61
- Comprehension: Main Idea and Details ......................... 62
- Structural Analysis: Inflectional Ending: \(-ing\) ............... 63
- Fluency ......................................................................... 64
- Study Skill: Dictionary ............................................... 65
- Phonics: Digraphs: \(sh, th\); Short \(e, o\) ......................... 66

### Sing and Dance

**The Fun Kids’ Band**
- Phonics: Short \(u\) .................................................. 67
- Words to Know ...................................................... 68
- Comprehension: Retelling Chart .................................. 69
- Comprehension: Retell Events in Order ......................... 70
- Structural Analysis: Contraction: \('s\) ............................ 71
- Fluency ......................................................................... 72
- Text Feature: Directions .............................................. 73
- Phonics: Short Vowels ............................................... 74

### Let’s Laugh

**On My Way to School**
- Phonics: /Blends ..................................................... 75
- Words to Know ...................................................... 76
- Comprehension: Retelling Chart .................................. 77
- Comprehension: Retell Events in Order ......................... 78
- Structural Analysis: CCVC Words ................................. 79
- Fluency ......................................................................... 80
- Text Feature: Signs ................................................... 81
- Phonics: /Blends ..................................................... 82
- Review: Words to Know ............................................ 83
- Review: Words to Know ............................................ 84
# Unit 3 • Let’s Connect

## Being Friends
- **Kate’s Game**
  - Phonics: Long a
  - Words to Know
  - Comprehension: Predictions Chart
  - Comprehension: Plot Development: Make Predictions
  - Structural Analysis: Inflectional Endings: -ed, -ing
  - Fluency
  - Text Feature: Map
  - Phonics: Long a

## Kids Around the World
- **Kids Can Help**
  - Phonics: s Blends
  - Words to Know
  - Comprehension: Compare and Contrast Chart
  - Comprehension: Compare and Contrast
  - Structural Analysis: One- and Two-Syllable Words
  - Fluency
  - Literary Element: Word Choice
  - Phonics: Blends

## Me and My Shadow
- **Short Shadows, Long Shadows**
  - Phonics: Digraphs: ch, tch, wh
  - Words to Know
  - Comprehension: Main Idea and Details Web
  - Comprehension: Main Idea and Details
  - Structural Analysis: Inflectional Ending: -es
  - Fluency
  - Study Skill: Periodicals and Newspapers
  - Phonics: Digraphs: ch, tch, wh

## Our Families
- **Smile, Mike!**
  - Phonics: Long i
  - Words to Know
  - Comprehension: Predictions Chart
  - Comprehension: Plot Development: Make Predictions
  - Structural Analysis: Inflectional Endings: -ed, -ing
  - Fluency
  - Text Feature: Chart
  - Phonics: Long i, Short i

## Family Time
- **Gram and Me**
  - Phonics: Blends: scr, spl, spr, str
  - Words to Know
  - Comprehension: Character and Setting Chart
  - Comprehension: Plot Development: Character and Setting
  - Structural Analysis: Contraction: ’ll, ’m, ’ve
  - Fluency
  - Text Feature: Numerical List
  - Phonics: Blends
  - Review: Words to Know
  - Review: Words to Know
<table>
<thead>
<tr>
<th>Unit 4 • Our Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birds</strong></td>
</tr>
<tr>
<td><em>Pelican Was Hungry</em></td>
</tr>
<tr>
<td>Phonics: Long (a)</td>
</tr>
<tr>
<td>Words to Know</td>
</tr>
<tr>
<td>Comprehension: Inference Chart</td>
</tr>
<tr>
<td>Comprehension: Plot Development: Make Inferences</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Vocabulary Strategy: Dictionary</td>
</tr>
<tr>
<td>Structural Analysis: Inflectional Endings: -er, -est</td>
</tr>
<tr>
<td>Literary Element: Repetition</td>
</tr>
<tr>
<td>Phonics: Long (o, i, a)</td>
</tr>
<tr>
<td><strong>Recycling</strong></td>
</tr>
<tr>
<td><em>June Robot Cleans Up</em></td>
</tr>
<tr>
<td>Phonics: Long (u)</td>
</tr>
<tr>
<td>Words to Know</td>
</tr>
<tr>
<td>Comprehension: Conclusions Chart</td>
</tr>
<tr>
<td>Comprehension: Plot Development: Draw Conclusions</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Vocabulary Strategy: Context Clues</td>
</tr>
<tr>
<td>Structural Analysis: CVCe Words</td>
</tr>
<tr>
<td>Text Feature: Floor Plan</td>
</tr>
<tr>
<td>Phonics: Long (u, a)</td>
</tr>
<tr>
<td><strong>What’s the Weather?</strong></td>
</tr>
<tr>
<td><em>Stormy Weather</em></td>
</tr>
<tr>
<td>Phonics: Long (a)</td>
</tr>
<tr>
<td>Words to Know</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast Chart</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast</td>
</tr>
<tr>
<td>Vocabulary Strategy: Dictionary</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Study Skill: Telephone Directory</td>
</tr>
<tr>
<td>Structural Analysis: Compound Words</td>
</tr>
<tr>
<td>Phonics: Long (a, u, a)</td>
</tr>
<tr>
<td><strong>What Scientists Do</strong></td>
</tr>
<tr>
<td><em>Meet Ben Franklin</em></td>
</tr>
<tr>
<td>Phonics: Long (e)</td>
</tr>
<tr>
<td>Words to Know</td>
</tr>
<tr>
<td>Comprehension: Inference Chart</td>
</tr>
<tr>
<td>Comprehension: Author’s Purpose: Make Inferences</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Vocabulary Strategy: Word Parts</td>
</tr>
<tr>
<td>Structural Analysis: CVVC Words</td>
</tr>
<tr>
<td>Text Feature: Bold Print</td>
</tr>
<tr>
<td>Phonics: Long (e, Short e)</td>
</tr>
<tr>
<td><strong>Favorite Stories</strong></td>
</tr>
<tr>
<td><em>Little Rabbit</em></td>
</tr>
<tr>
<td>Phonics: Long (e)</td>
</tr>
<tr>
<td>Words to Know</td>
</tr>
<tr>
<td>Comprehension: Beginning, Middle, and End Chart</td>
</tr>
<tr>
<td>Comprehension: Plot Development</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>Vocabulary Strategy: Context Clues</td>
</tr>
<tr>
<td>Structural Analysis: Inflectional Ending: -es</td>
</tr>
<tr>
<td>Literary Element: Repetition</td>
</tr>
<tr>
<td>Phonics: Long (e, a)</td>
</tr>
<tr>
<td>Review: Words to Know</td>
</tr>
<tr>
<td>Review: Words to Know</td>
</tr>
</tbody>
</table>
# Unit 6 • Let’s Discover

## Bugs, Bugs, Bugs!

*Dot and Jabber and the Big Bug Mystery*

<table>
<thead>
<tr>
<th>Phonics: Diphthongs: <em>ou, ow</em></th>
<th>221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words to Know</td>
<td>222</td>
</tr>
<tr>
<td>Comprehension: Illustrations Chart</td>
<td>223</td>
</tr>
<tr>
<td>Comprehension: Plot Development: Use Illustrations</td>
<td>224</td>
</tr>
<tr>
<td>Fluency</td>
<td>225</td>
</tr>
<tr>
<td>Vocabulary Strategy: Dictionary</td>
<td>226</td>
</tr>
<tr>
<td>Structural Analysis: Syllables</td>
<td>227</td>
</tr>
<tr>
<td>Text Feature: Heads</td>
<td>228</td>
</tr>
<tr>
<td>Phonics: Diphthongs: <em>ou, ow</em>; Long <em>o</em> and <em>ir</em></td>
<td>229</td>
</tr>
</tbody>
</table>

## Exploring Space

*Blue Jay Finds a Way*

<table>
<thead>
<tr>
<th>Phonics: Variant Vowel: <em>oo</em></th>
<th>230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words to Know</td>
<td>231</td>
</tr>
<tr>
<td>Comprehension: Predictions Chart</td>
<td>232</td>
</tr>
<tr>
<td>Comprehension: Plot Development: Make Predictions</td>
<td>233</td>
</tr>
<tr>
<td>Fluency</td>
<td>234</td>
</tr>
<tr>
<td>Vocabulary Strategy: Context Clues</td>
<td>235</td>
</tr>
<tr>
<td>Structural Analysis: Suffixes: <em>-ful, -less</em></td>
<td>236</td>
</tr>
<tr>
<td>Text Feature: Question and Answer Format</td>
<td>237</td>
</tr>
<tr>
<td>Phonics: Variant Vowels: <em>oo, oo, ow</em></td>
<td>238</td>
</tr>
</tbody>
</table>

## At Work

*Cool Jobs*

<table>
<thead>
<tr>
<th>Phonics: Variant Vowel: <em>oo</em></th>
<th>239</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words to Know</td>
<td>240</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast Chart</td>
<td>241</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast</td>
<td>242</td>
</tr>
<tr>
<td>Vocabulary Strategy: Thesaurus</td>
<td>243</td>
</tr>
<tr>
<td>Fluency</td>
<td>244</td>
</tr>
<tr>
<td>Study Skill: Media Center and Internet</td>
<td>245</td>
</tr>
<tr>
<td>Phonics: Variant Vowel: <em>oo</em></td>
<td>246</td>
</tr>
<tr>
<td>Phonics: Variant Vowels: <em>oo, oo, ow</em></td>
<td>247</td>
</tr>
</tbody>
</table>

## Watching Animals Grow

*A Tiger Cub Grows Up*

<table>
<thead>
<tr>
<th>Phonics: Variant Vowels: <em>au, aw</em></th>
<th>248</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words to Know</td>
<td>249</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast Chart</td>
<td>250</td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast</td>
<td>251</td>
</tr>
<tr>
<td>Fluency</td>
<td>252</td>
</tr>
<tr>
<td>Vocabulary Strategy: Word Parts</td>
<td>253</td>
</tr>
<tr>
<td>Phonics: Variant Vowels: <em>au, aw</em></td>
<td>254</td>
</tr>
<tr>
<td>Literary Element: Word Play</td>
<td>255</td>
</tr>
<tr>
<td>Phonics: Variant Vowels: <em>au, aw, oo</em></td>
<td>256</td>
</tr>
</tbody>
</table>

## Let’s Build

*Sand Castle*

<table>
<thead>
<tr>
<th>Phonics: Diphthongs: <em>oi, oy</em></th>
<th>257</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words to Know</td>
<td>258</td>
</tr>
<tr>
<td>Comprehension: Cause and Effect Chart</td>
<td>259</td>
</tr>
<tr>
<td>Comprehension: Cause and Effect</td>
<td>260</td>
</tr>
<tr>
<td>Fluency</td>
<td>261</td>
</tr>
<tr>
<td>Vocabulary Strategy: Context Clues</td>
<td>262</td>
</tr>
<tr>
<td>Phonics: Diphthongs: <em>oi, oy</em></td>
<td>263</td>
</tr>
<tr>
<td>Text Feature: Captions</td>
<td>264</td>
</tr>
<tr>
<td>Phonics: Diphthongs: <em>oi, oy</em></td>
<td>265</td>
</tr>
<tr>
<td>Review: Words to Know</td>
<td>266</td>
</tr>
<tr>
<td>Review: Words to Know</td>
<td>267</td>
</tr>
</tbody>
</table>
Read the word. Circle the picture that it names.

1. cat

2. pan

3. man

4. sat

5. fan

6. Write a sentence using some of the words.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

At Home: Have your child change the first letter of one of the words above to make a new word. Then have your child draw a picture of the new word.
Complete each sentence. 
Use one of the words in the box.

up  down  not  jump

1. I can ____________.

2. The cat ran ____________.

3. The cat is ____________ little.

4. The dog ran ____________.

5. Write your own sentence using a word from the box.
As you read **Pam and Sam**, fill in the Character Chart.

<table>
<thead>
<tr>
<th>Pam Can</th>
<th>Sam Can</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Character Chart help you remember the beginning, middle, and end of **Pam and Sam**?

**At Home**: Have your child use the chart to retell the story.
Look at the pictures. Read the story.

Nat is a cat.
Nat can go up.
Nat can go down.
Pam and Sam look for Nat.
Pam is sad.
Where is Nat?

Write T if the sentence is true.
Write F if the sentence is false.

1. Nat is a cat. ___
2. Nat can go up and down. ___
3. Pam is sad. ___
4. Nat is in the . ___
5. Nat is in the . ___
Circle the word that names each picture.
Then write the word.

1. cat  cats

2. man  map

3. pan  pans

4. rats  rat

5. mat  mats

6. can  cans

7. fans  fan

8. hat  hats

At Home: Have your child use some of the words on the page to write a sentence.
As I read, I will pay attention to the punctuation.

“I can jump,” said Frog. “I can jump up and down.”

“I can jump,” said Rabbit. “I can jump up and down.”

“I can jump, too!” said Kangaroo. “I can jump up and down.”

“I can not jump,” said Little Bat.

“I can fly!” said Little Bat.

Comprehension Check

1. What can Frog, Rabbit, and Kangaroo do?

2. What can Little Bat do?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Photographs are pictures that show people, animals, and things in real life.

Look at the picture.
Read the sentence that tells about the picture.

Look! My little cat is here.

Write your own sentence about the picture.
Look at each picture. Complete each sentence by using a word from the box.

hat  map  pan  ran  bat  mat

1. The cat is in the _______.

2. She sees the _______.

3. Sam _________ to the van.

4. The _________ is on the _________.

5. The man looks at the _________.

At Home: Have your child look around the house for things that have the short a sound. Encourage your child to make up a silly story using some of these things.
Say the name of each picture. Circle the picture if you hear the sound of short a.

At Home: Have your child change the first letter of one of the words to make a new word. Then have him or her draw a picture of the new word.
Fill in the sentences using the words in the box.

too  It  Yes  over

1. ____________ is in the box.
2. ____________, I can.
3. It is ____________ us.
4. You have fun, ____________!

At Home: Play I Spy using the words too, it, yes, and over. For example: I spy something over your head. I spy something you like to eat, too.
As you read *I Can! Can You?*, fill in the Retelling Chart.

First

Next

Last

How does the Retelling Chart help you retell *I Can! Can You?*?

**At Home:** Have your child use the chart to retell the story.
Look at the pictures. Write 1, 2, and 3 for each column of pictures to show the order in which things happen.

I Can! Can You?

• Book 1.1/Unit 1

At Home: Ask your child to tell how he or she does a favorite activity. Help him or her to use the words first, next, and last.
Circle the word that completes each sentence. Then write the word on the line.

1. Sam _______________.
   - nap
   - naps

2. Sam and Pam _______________.
   - play
   - plays

3. Pam can _______________.
   - pack
   - packs

4. Pam _______________ go with Sam.
   - can
   - cans

5. Pam _______________ at Sam.
   - look
   - looks

At Home: Have your child write a sentence using one of the words.
As I read, I will pay attention to the punctuation.

Is it fun to play tennis?
06 Yes! You can hit a ball over the net!
15 Is it fun to play soccer?
21 Yes! You can kick a ball.
27 Is it fun to play golf, too?
34 Yes! You can hit a ball.  40

Comprehension Check

1. Why is tennis fun?

2. Why is soccer fun?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Labels give information about a picture.

Look at the picture. Read the labels.

Write the word that completes each sentence.

1. The man has a ____________.

2. Pam has a ____________.

3. The cat has a ____________.

4. Sam has a ____________.

---

At Home: Have your child think of other labels to add to each picture. Write the words next to the picture. Help your child to read the words.
Circle the pictures that have the short a sound. Then write the word on the line.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>🛒</td>
<td>⚙️</td>
<td>🧠</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>👤</td>
<td>📜</td>
<td>🏡</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>📦</td>
<td>🚴</td>
<td>🐭</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At Home: Ask your child to make up a story using some of the pictures on the page. Help your child to recognize any other words that have the short a sound.
The letter *i* stands for the middle sound in *big* and *fin*.

Read the words in the box. Then write the word that names each picture.

<table>
<thead>
<tr>
<th>pig</th>
<th>kid</th>
<th>pin</th>
<th>sit</th>
</tr>
</thead>
</table>

1. ________

2. ________

3. ________

4. ________

---

**At Home:** Have your child change the first letter of one of the words to make a new word. Then have your child draw a picture of the new word.
Write the word from the box that completes each sentence. Circle the picture that goes with the sentence.

ride  be  ride  run

1. Nan will ___________ here.

2. My cat can ___________ here with me.

3. Nat can ___________ down to Mom.

4. I can ___________ with Nat.
As you read How You Grew, fill in the Retelling Chart.

First

Next

Then

Last

How does the Retelling Chart help you retell How You Grew?
Look at the story pictures. 
Read the sentences about the story.

1. The ball is down.
3. My cat runs down, too.
4. My cat plays with a ball.

Write the sentences in the correct order on the lines.

1. 
2. 
3. 
4. 

At Home: Have your child tell you another story in correct time order about the boy and his cat.
Some words end in the same two consonants.

bill  Jazz  pass

Read each sentence.
Underline the word that ends with the same two consonants. Write the word on the line.

1. Matt runs to his little cat.
   ________________
   ________________
   ________________

2. Pam rides to the hill.
   ________________
   ________________
   ________________

3. I kiss my Dad.
   ________________
   ________________
   ________________

4. The mitt is on the ride.
   ________________
   ________________
   ________________

At Home: Have your child make up a sentence with another word that ends with the same two consonants. Then have your child draw a picture to illustrate the sentence.
As I read, I will pay attention to patterns in the story.

This boy is 4. He can jump.

This girl will be 6. What can she do?

She can ride the bus to school.

This boy will be 12. What can he do?

He can ride his bike fast.

Comprehension Check

1. Who can ride the bus to school?

2. What can the boy who is 12 do?
Look at the book cover. Answer the questions.

1. Who wrote the book?

   ____________________________
   ____________________________
   ____________________________

2. Who made the picture?

   ____________________________
   ____________________________
   ____________________________

3. What is the title of the book?

   ____________________________
   ____________________________
   ____________________________

4. What picture is on the cover?

   ____________________________
   ____________________________
   ____________________________

The **title** of a book is the name of the book. The **author** of a book writes the story. The **illustrator** makes the pictures.

**At Home:** Have your child identify the title, author, and illustrator of a favorite book. Talk about the book together.
Write a word from the box to finish the sentence.

lid pig dig wig hid bib

----------

1. Pat likes her __________.

----------

2. He is a big __________.

----------

3. The __________ is on the pan.

----------

4. Sam can __________ in it.

----------

5. Jan __________ it.

----------

6. The cat has the __________.
Sometimes consonants form a **blend**. You can hear each consonant sound in a **consonant blend**.

Read the word. Write the word. Circle the picture that it names.

1. **grass**  
   
2. **track**  
   
3. **Fran**  
   
4. **brick**  
   
5. **crib**  

**At Home:** Play a game with your child to name other words that begin with the *br, tr, fr, cr,* and *gr* sound. One suggestion is to name food items that you see in the kitchen.
Write a word from the box to complete each sentence. Some words may be used more than once.

come   good   on   that

________________________
________________________
1. Rags can _____________ with me.

________________________
________________________
2. Can Rags _____________ in?

________________________
________________________
3. Rags is a _____________ pet.

________________________
________________________
4. Is _____________ for Rags?

________________________
________________________
5. Rags is _____________ my ___________

At Home: Ask your child to make up a sentence for each word in the box.
As you read *Pet Tricks*, fill in the Setting Chart.

<table>
<thead>
<tr>
<th>Setting</th>
<th>What the Characters Do There</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Setting Chart help you retell *Pet Tricks*?
The **characters** are the people or animals in a story.
The **setting** is where the story happens.

**Amusement Park**

**Answer the questions about the characters and the setting.**

1. **Where are the cats?**
2. **Is the cat sad?**
3. **Do the cats like to play?**

**At Home:** Ask your child to tell you more about the characters and where the story takes place.
When ‘s is added to a word, it means that something belongs to that person or thing.

Circle the correct word and write it on the line.

1. This is _______________ pet.
   Fran    Fran’s

2. This is _______________ bag.
   Gram’s    Gram

3. This is the _______________ trap.
   crab    crab’s

4. This is _______________ cat.
   Mr. Tran    Mr. Tran’s

5. This is _______________ crib.
   Jim’s    Jim

At Home: Have your child draw a picture to illustrate one of the sentences.
As I read, I will pay attention to the punctuation.

Rosa got a new puppy.
05 "That is a good puppy," said Rosa.
12 Rosa set a bowl on the floor.
19 "Come and drink," said Rosa.
24 Rosa set a dish on the floor.
31 "Come and eat," said Rosa.
36 Rosa got a leash for the puppy. 43

Comprehension Check

1. Why do you think Rosa put a leash on the puppy?

2. What things does a puppy need?
A list is a series of things written in order.

Pets can:
1. [Image of a sleeping cat]
2. [Image of a dog with a ball]
3. [Image of a dog standing]
4. [Image of a dog playing]

Read the question. Draw a line to the answer.

1. What pet likes to nap?
   - [Image of a sleeping cat]

2. What pet can sit?
   - [Image of a sitting dog]

3. What pet can wag?
   - [Image of a wagging tail]

4. What pet likes to play?
   - [Image of a playing cat]

At Home: If you have a pet, make a list with your child of the things you do to take care of it. If you do not have a pet, ask your child to make a list of pets he or she would like to have.
Look at each picture. Write the word that describes the picture.

grass  crab  crib  trip  brick

1._______________________________
2._______________________________
3._______________________________
4._______________________________
5._______________________________

Write a sentence using one of the words in the box.

________________________________________________________________________
________________________________________________________________________

At Home: Have your child name any toys or things that can be seen from a window and start with an r blend.
Sometimes consonants form a **blend**. You can hear each consonant sound in a **final blend**.

hand   past

Say the word. Draw a line under the final blend. Write the final blend on the line. Circle the picture.

1. a n t
   ![ant](image1)
   ______

2. l i s t
   ![list](image2)
   ______

3. b a n d
   ![band](image3)
   ______

4. r i n k
   ![rink](image4)
   ______

**At Home:** Have your child identify some things in your home or community that end with each blend: *nd, st, nt, or nk.*
Use a word from the box to complete each sentence.

very help use now

1. Tom can ____________ Nan ride.

2. Look! What she did is ____________ good.

3. Sam and Matt go up and down ____________.

4. Dick and Nan ____________ the big pan.

At Home: Ask your child to say a sentence using a word from the box. Then draw a picture to illustrate the sentence.
As you read Soccer, fill in the Author’s Purpose Chart.

Clue

Clue

Author’s Purpose

How does the Author’s Purpose Chart help you understand the story Soccer?

At Home: Have your child use the chart to retell the story.
Some authors write to tell a story. Some authors write to tell about real people or things.

Read the sentences. Choose the author’s purpose.

1. Ben the cat likes to play with a pink ball. Look at Ben run! Look at Ben go!
   ○ tell a story
   ○ tell about real people or things

2. An ant can walk. A shark can swim. A cat can run. A kangaroo can hop.
   ○ tell a story
   ○ tell about real people or things

3. Where is the band? The band is not here! “What will we do now?” said Crab. “We will play!” said Ant.
   ○ tell a story
   ○ tell about real people or things

4. Dogs can jump up and down. Dogs can sit. Dogs can run fast. Dogs can play with you.
   ○ tell a story
   ○ tell about real people or things

At Home: Have your child draw a picture for the other sentence group. Talk about the picture.
Read each sentence. Then read the words under each sentence. Write the correct word on the line.

1. We like to play in the __________
   sun    sand    lot
   __________

2. The __________ is very big.
   rat    rink    rim
   __________

3. Pam and Nat look here _____________.
   lap    let    last
   ____________

4. Nan and I look at a _____________.
   tent    help    use
   ___________

At Home: Have your child use one word with a CVCC letter pattern in a sentence.
As I read, I will pay attention to the punctuation.

Look at the sand. We can not use the sand.
10 We can help. We can pick up.
17 Look! The sand is very clean. We can use the
27 sand now.
29 Look at the park. We can not use the park.
39 We can help! We can pick up. 46

Comprehension Check

1. What is wrong with the sand and the park?

2. What can the children do to help?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Words in a poem often **rhyme**. Rhyming words begin with different sounds and end with the same sound.

`map` `tap`

Read the poem. Write the rhyming words on the line. Circle the same sound in each word.

**Where Did the Ball Go?**

1. Pam can kick.  
   Now she is very quick.

2. Where will the ball land?  
   Will it sink in the sand?

3. Now it will fall.  
   It is just a red ball.

---

**At Home:** Have your child make up two more rhyming lines for this poem.
Look at the picture. Write sentences about the picture. Use a word with a final blend in each sentence.

ant  band  sand  fast  wind  sink

See the ____________________________________________________________________

Look at the ____________________________________________________________________

What _________________________________________________________________________?
Circle the word that tells about the picture. Then write the word on the line.

1. ________________
   jump      run

2. ________________
   up         down

3. ________________
   go          come

4. ________________
   good       sad

5. ________________
   in          on

6. ________________
   help       sit
Match each sentence to the picture that it explains.

1. It is too little.  
   ![Picture of a child with a toy]

2. Bill can ride now.  
   ![Picture of a child riding a bicycle]

3. That is not Ann’s cat.  
   ![Picture of a cat]

4. Yes, Jack can use help.  
   ![Picture of a child with a bandage]

5. Jill can do very good tricks.  
   ![Picture of a child performing a trick]

6. Pam can run and jump.  
   ![Picture of a child running and jumping]
The letter o stands for the middle sound in log.

Blend the sounds and say the word. Then write the word and circle the picture.

1. pot
2. hog
3. box
4. top
5. fox

At Home: Have your child change the first letter of one of the words to make a new word.
Write the word that completes each sentence.

one  two  does  her  They

1. This mom has ___________ cat.

2. She naps with ___________ mom.

3. This mom has ___________ dogs.

4. ___________ play with mom.

5. What ___________ this mom have?

Words to Know
one  two  does  her  They
As you read Animal Moms and Dads, fill in the Main Idea and Details Web.

How does the Main Idea and Details Web help you retell Animal Moms and Dads?
Look at the picture. Circle all the sentences that tell about the picture.

1. The children are eating lunch.
2. Kim and Bob play ball.
3. The children go to school.
4. Pam and Jack climb.
5. The children like to jump rope.
6. The dog wants to play, too.

Write a sentence that tells the main idea of the picture.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

© Macmillan/McGraw-Hill

At Home: Have your child look in magazines for pictures that show people at work or play. Ask your child to tell the main idea of each picture.
You can add -ed to some action words to tell what someone or something did.  
walk + ed = walked

Circle the word that completes the sentence. Then write the word.

________________________________________

1. I _______________________ my bag.
   rocked  packed

2. Dad _______________________ the
   locked  packed

3. Bob _______________________ up the dog.
   picked  licked

4. The cat _______________________ up on my lap.
   jumped  picked

5. Pat _______________________ the
   rocked  kicked
As I read, I will pay attention to patterns in the story.

Look at the big bear. Look at her cubs.

What can the two cubs do? They can play.
They can look for food to eat.
The cubs can rest. They take a long nap.
The cubs can play on the rocks.

Comprehension Check

1. What are cubs?
2. What can the cubs do?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rhythmic patterns are sounds and words that repeat to give a poem a beat.

Read the poem.

One little cat,  
Sat on a mat.  
She did not run,  
She did not pat.  

One little frog,  
Sat on a log.  
He did not jump,  
He did not jog.

1. Write three words that rhyme in the first verse.
   ____________________________  ____________________________  ____________________________
   ____________________________  ____________________________  ____________________________
   ____________________________  ____________________________  ____________________________

2. Write three words that rhyme in the second verse.
   ____________________________  ____________________________  ____________________________
   ____________________________  ____________________________  ____________________________
   ____________________________  ____________________________  ____________________________

3. Underline three words that repeat in the first verse.
4. Underline three words that repeat in the second verse.

At Home: With your child, clap out the beat for each verse of the poem.
Read the question. Look at the picture. Write the word.

1. Is this a cat or a cot?

2. Is this a crib or a crab?

3. Is this a fan or a fin?

4. Is this a mop or a map?

5. Is this a sock or a sack?

6. Is this a pin or a pan?

At Home: Have your child write sentences using the short o words on the page.
Use the words from the box to name each picture.

<table>
<thead>
<tr>
<th>dress</th>
<th>net</th>
<th>cent</th>
<th>leg</th>
<th>bed</th>
<th>ten</th>
</tr>
</thead>
</table>

1. 

2. 

3. 

4. 

5. 

6. 

At Home: Have your child create two sentences using words in the box.
Write a word from the box to complete each sentence.

Who  some  of  No  eat

1. Did you get ___________ for me?

2. ___________ can get the down?

3. The bag ___________ is in the box.

4. ___________, I can not ride a .

5. Can I ___________ with you?
As you read Little Red Hen, fill in the Retelling Chart.

Little Red Hen

1.  

2.  

3.  

4.  

5.  

6.  

How does the Retelling Chart help you remember Little Red Hen?

At Home: Have your child use the chart to retell the story.
When you **retell** a story, you tell only the important parts.

Read each story. Write a new sentence that tells only the important parts. Then draw a picture.

The red hen has two eggs.
She sits on the nest.
Now the eggs crack.
The chicks jump down from the nest.

1. 

Jen has a pet cat.
Greg has a pet dog.
Jen’s cat jumps on Greg’s dog.
The dog does not run.
Greg’s dog licks Jen’s cat.

2. 

At Home: Ask your child to tell you what happened after school.
A contraction is a short form of two words. An apostrophe (’) takes the place of the missing letters. can + not = can’t

didn’t  can’t  doesn’t  isn’t

Write the contractions.

1. does not ________________
   
2. did not ________________
   
3. can not ________________
   
4. is not ________________

5. Write a sentence using a contraction from the box.
   ______________________________________________________________________
   ______________________________________________________________________

At Home: Have your child write a sentence using another contraction in the box.
As I read, I will pay attention to questions in the passage.

Look at the farm. What can you get from a farm?

10 Look at the cows. We get milk from the cows.

21 Who will have some of the milk?

28 Look at the hen. We get eggs from the hen.

38 Who will eat some of the eggs? 45

Comprehension Check

1. What do we get from cows?

2. What do we get from hens?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A **diagram** is a picture that shows the parts of something.

Write a word from the diagram to complete each sentence.

1. Two frogs jump in the _____________.

2. The ____________ is in the _____________.

3. A fox is in a _____________.

4. A ____________ is in the pond.

At Home: Have your child think of other animals to add to the diagram. Then help your child write the labels on the diagram.
Use the words from the box to name each picture.

bell  pond  vest  dog  cob  Kent

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________

At Home: Have your child use two of the words in a sentence.
Read each word. Listen to the sounds **sh** and **th** stand for.

path  think  ship  shop  dish  bath

Use the words in the box to name each picture. Then circle the letters that stand for the sounds **sh** and **th**.

1. 

2. 

3. 

4. 

5. 

At Home: Have your child write a sentence with one or more words that begin or end with **sh** or **th**.
Write a word from the box to complete each sentence. Match each sentence to the correct picture.

live into out many

1. The _____________ in a nest.

2. They run _____________ the _____________.

3. We don’t go _____________ in the _____________.

4. He has _____________ in his bag.
As you read *A Prairie Dog Home*, fill in the Main Idea and Details Web.

How does the Main Idea and Details Web help you better understand *A Prairie Dog Home*?

*At Home:* Have your child use the web to retell the story.
Comprehension:
Main Idea and Details

The main idea tells what the story is about. The details tell more about the main idea.

Write a sentence that tells the main idea.

Frogs live in the pond.

So do fish and turtles.

Frogs jump in and out of the pond.

go in and out, too.

Draw a picture to show what else lives in a pond.
You can add -ing to some action words.

Add -ing to the words in the box.

_________________________  _______________________
_________________________  _______________________
look ______________________ jump ___________________
_________________________  _______________________
play ______________________ wash ___________________

Complete the sentences with the words you wrote.

_________________________
_________________________
1. Beth is ______________________ a big dog.
2. They are ______________________ for a lost cat.
3. I am ______________________ with a little ship.
4. We are ______________________ up and down.

At Home: Have your child write a sentence using a word ending with -ing.
As I read, I will pay attention to questions in the passage.

Where do birds live? Birds live in many places.
9 This bird lives in a park. It hops in the grass.
20 The bird used twigs to make a nest.
28 Look into the nest. What do you see?
36 This bird lives in the woods. It will peck a
46 hole in the tree. 50

Comprehension Check
1. Where do some birds live?
2. What do some birds use to make a nest?
Write a dictionary word to complete each sentence.

1. The ___________ likes to run and play.
2. The ship is very ___________.
3. I have to ___________ my pants.
4. A ___________ is too big for a pond.

Write a new sentence for one of the words.

5. ________________
Use the words in the box to name each picture. Underline the letters that stand for the sounds sh and th.

bath    thin    shell    fish    pen    lock

1. ____________________________

2. ____________________________

3. ____________________________

Circle the letters that stand for the short e and o sound.

4. ____________________________

5. ____________________________

6. ____________________________
The letter **u** stands for the middle sound in **bus**.

Circle the word that names each picture. Then write the word.

1. **bun**  
2. **pot**  
3. **ten**

4. **sun**  
5. **bat**  
6. **drip**

**At Home:** Have your child use some of the words to write a sentence.
Write a word from the box to complete each sentence.

make  want  under  Put  show  Three

1. ________________ on a hat.

2. Sit ________________ the tent.

3. Come see the ________________!

4. ________________ kids play in a band.

5. You will ________________ to see it.

6. It will ________________ you jump up and down.

At Home: Ask your child to draw a picture to illustrate two of the sentences.
As you read *The Fun Kids’ Band*, fill in the Retelling Chart.

<table>
<thead>
<tr>
<th>The Fun Kids’ Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
</tbody>
</table>

How does the Retelling Chart help you visualize what happens in *The Fun Kids’ Band*?
When you **retell** a story, you tell only the important parts.

**Read the story. Then look at it again. Underline the sentences that retell the story.**

Ben wants to use his fishing rod.  
Ben sits down at the pond with his fishing rod.  
Ben sits and sits.  
Ben sees a frog.  
Ben sees a bug.  
At last Ben gets a fish!

**Draw three pictures to retell the story.**

---

**At Home:** Ask your child to pick a favorite fairy tale or folk tale and retell it. Remind your child to include only the important parts.
A contraction is a short form of two words. An apostrophe (’) takes the place of one or more letters.

he’s     it’s     let’s     she’s     that’s

Read each sentence. Then write the contraction for the underlined words.

1. Mom said she is going with us.

2. That is a big truck!

3. Let us run and jump.

4. Ted said he is playing the drum.

5. It is a dull rug.

At Home: Have your child write a sentence using one of the contractions.
As I read, I will pay attention to the dialogue.

Meg, Jim, and Dan sat under a tree.
8 Dan’s little sister sat under the tree, too.
16 Jim asked,
18 “What do you want to do?”
24 Meg said, “I want to put on a show. Do you
35 want to help me?”
39 Jim and Dan said, “Yes!” 44

Comprehension Check
1. What do the children want to do?

2. What do you need to put on a show?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
**Directions** are the steps that you follow to make or do something.

**Make a Fun Box.**

1. Get an egg carton.
2. Cut the top.
3. Give it a fun look.
4. Put in stuff.

---

1. What will you make? __________________________
   __________________________

2. What will you use? __________________________
   __________________________

3. What will you do with the top? __________________________
   __________________________

4. What will you do last? __________________________

---

**At Home:** Have your child make a fun box at home by following the directions on the page.
Circle the word that names each picture. Then write the word.

1. bag  beg
   ____________

2. crab  crib
   ____________

3. ship  shop
   ____________

4. sock  sack
   ____________

5. duck  dock
   ____________

6. net  nut
   ____________

At Home: Have your child use two or more of the words in sentences.
Blends

Blend the first two letters to read each word.
flag clap black block clip clock

Use the words in the box to name each picture.

1. 

2. 

3. 

4. 

5. 

6. 

At Home: Have your child find two more words that start with the /blends.
Read each sentence. Write a word from the box to complete the sentence.

away  late  school  today  way  Why

1. If the bus does not come, I will be ________________.
2. ________________ did the bus go in the mud?
3. This is the ________________ to play.
4. We put the blocks ________________.
5. I have to go to ________________ now.
6. We can not play ________________.
As you read *On My Way to School*, fill in the Retelling Chart.

- **First**
- **Next**
- **Then**
- **Last**

How does the Retelling Chart help you visualize what happens in *On My Way to School*?
Look at the pictures. Write what happens in each picture.

1. First, ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. First, ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

At Home: Have your child draw a picture of what might happen next in one of the picture stories above, and then write a sentence about the picture.
Circle the word that names each picture. Then write the word.

1. clam  clip
   ________________

2. flag  flat
   ________________

3. clap  clip
   ________________

4. sled  slip
   ________________

5. clam  club
   ________________

6. plum  glad
   ________________

At Home: Browse with your child through a favorite storybook, and find two more words with the CCVC pattern.
As I read, I will pay attention to the punctuation.

Elephant sat up. He looked at the clock.  
8 “Oh no! I will be late for school!”
16 Elephant got dressed. He got his books. He got
25 his lunch. He put them in his blue backpack.
34 Elephant ran down the street. On the way,
42 he saw Bear. 45

Comprehension Check

1. What is the problem?

2. What does Elephant do to get ready for school?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
</tr>
</tbody>
</table>
A sign uses words or pictures to tell you what to do.

Circle the word that completes each sentence.

1. When you see ☺, you _____.
   stop  go

2. When you see ☻, you _____.
   stop  go

3. To play on the _____, we go to the ______.
   beds  swings

4. We _____ in the ☺.
   run  eat

Color the traffic light with red, yellow, and green.
Put a ✔ next to the color that tells you to go.
Put an X next to the color that tells you to stop.

At Home: Talk about common signs that you and your child see in the neighborhood. Have your child draw a sign, and tell what it means.
Circle the word that tells about each picture. Then write the word.

1. plug plum
2. black block
3. clam clock
4. clip clap
5. slip sled
6. flop flag

At Home: Have your child draw a picture of another word that begins with pl, cl, sl, fl, or bl. Then help your child label it.
Write the word that completes each sentence.

1. They ____________ in a den.
   live     glad

2. Tom can ____________ his hat on.
   cut      put

3. The frog jumps ____________ the pond.
   out      into

4. My ____________ dogs sit in the sun.
   two      does

5. ____________ gets on the bus last?
   Who      Why

6. They can tell the ____________ to go.
   way      ran
Write a word from the box to complete each sentence.

Write a word from the box to complete each sentence.

late  her  show  today  make  some

1. We want to shop for socks _____________.

2. I will ____________ you the way.

3. Jen and ____________ mom will get gas.

4. They can ____________ a hat.

5. I can’t be ____________ for school.

6. I see ____________ of the kids at the bus stop.
Look at the word *gate*. The letters *a* and *e* stand for the **long a** sound you hear.

Circle the word that names the picture. Write the word on the line.

1. cap    cape

2. tape    tap

3. pane    pan

4. man    mane

5. rat    rate

6. mate    mat

**At Home:** Write the words *rat* and *cap* and have your child read them. Add an *e* on the end of each word. Talk about how the words changed.
Write the words from the box to complete the letter.

Oh pull Could All walk Hello

_________ __________
_________ __________
_________ __________
_________ __________
_________ __________
_________ __________
_________ __________
_________ __________

_________ you come on a ___________

_________ with me? We could __________ our wagon.

_________ __________

_________ __________

_________ __________

_________ our pals could come. __________,

it will be fun!

From,

Jake
As you read *Kate’s Game*, fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Predictions Chart help you understand what happens in *Kate’s Game*?

At Home: Have your child use the chart to retell the story.
A prediction is a guess about what will happen next.

There is pizza on a plate. A good prediction would be that someone will eat the pizza.

Draw a line connecting each sentence with the one that tells what will happen next.

1. The block falls down. Tim will pick it up.
2. The frog sees a pond. The vet will help.
3. A dog is sick. It will hop in.
4. Dad gets a cake. She will run fast.
5. Jan gets a doll. She will play with it.
6. Peg is late for school. He eats it.

Make your own prediction.
7. Jake has a gift from his friend Meg.

At Home: Look at the cover and title of a book. Ask your child to predict what the story might be about.
Look at the word: wave
Notice that the e is dropped when adding -ing or -ed.

\[
\text{wave} + \text{ing} = \text{waving} \quad \text{wave} + \text{ed} = \text{waved}
\]

Add -ing to the words. Write the new word.

1. fake ____________
2. rake ____________

Add -ed to the words. Write the new word.

3. bake ____________
4. fade ____________
5. wade ____________

At Home: With your child, read the new words and make sentences using the words.
As I read, I will pay attention to the punctuation.

You could help a friend pull a wagon.
You could pull a sled.
You could wave “Hello” to a friend.
You could make a card for a friend and write “Hello.”
Could you be a friend? Oh, yes! Oh, yes!
Look at all the ways to be a good friend!

Comprehension Check

1. How can you be a friend?

2. How do you help your friends?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A map can show where streets are. Some maps have labels that tell where places are.

Look at the street map. Write the answers to the questions.

1. Where is the school?

2. What is next to the pond?

3. Where is the bus stop?

4. What lane stops at the pond?

5. How many houses are on Lake Lane?

At Home: With your child, draw a map of your neighborhood. Label the places on the map.
Circle the word that completes each sentence. Write the word on the line.

1. I can make a ____________.
   cap  cake

2. Did you ____________ Jen?
   tap  tape

3. Play a ____________ with me.
   gap  game

4. I hit the ball with a ____________.
   bat  bake

5. Shut the ____________.
   gab  gate

6. We will jump in the ____________.
   last  lake

7. Is the dog for ____________?
   sap  sale
Sometimes two consonants form a **blend**. You can hear each consonant sound in a **consonant blend**. Listen for the blend at the beginning of the word. **sled**

**Use these blends to complete the words.**

<table>
<thead>
<tr>
<th>sn</th>
<th>st</th>
<th>sm</th>
<th>sc</th>
<th>sp</th>
<th>sw</th>
</tr>
</thead>
</table>

1. _____amp
2. _____ap
3. _____ab
4. _____ock
5. _____ing
6. _____in
Use the words from the box to complete the sentences.

1. The [_____] can help.

2. The [_____] can pick up.

3. Some [_____] go to school.

4. I [_____] about my mom.

5. [_____] can we ride?

6. Tad jumps into the [_____].

7. Bess and Jan play [_____].
As you read **Kids Can Help**, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Job</th>
<th>Kids in One Place</th>
<th>Kids in Another Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Compare and Contrast Chart help you better understand **Kids Can Help**?

**At Home:** Have your child use the chart to retell the story.
When you **compare** two or more things, you tell how they are **alike**.

When you **contrast** two or more things, you tell how they are **different**.

Color the picture if the sentence tells how two or more things are alike.

1. Jan and Fred run fast.

2. Tom has a red cap. Bess has a black cap.

3. One cat is little. One cat is big.

4. Sid and Sal play ball.

5. All the kids go to school.

6. Both girls like to play.
A **syllable** is a part of a word.

You can count the number of syllables in a word by counting the number of beats in the word.

Read the words below. Listen to the number of syllables in each word.

- spud = 1
- pump•kin = 2

Read each word. Circle the number of syllables in each word.

1. snack
   - 1  2

2. stop
   - 1  2

3. basket
   - 1  2

4. swim
   - 1  2

5. spin
   - 1  2

6. wagon
   - 1  2

7. under
   - 1  2

8. spill
   - 1  2

At Home: Have a home-based scavenger hunt for items with two syllables (e.g., scissors, carpet).
As I read, I will pay attention to punctuation.

People all over like holidays. People come together to do things on holidays. People have holiday fun!

Today people give thanks for the things they have. They have lots of good things to eat.

Today boys and girls are together at a parade. It is fun when the big dragon comes along.
Writers use interesting and colorful words. The **fluffy, white** clouds float in the sky.

Circle the two words that a writer could use to describe each picture.

1. fast  soft  red
2. many  little  wet
3. black  one  hot
4. three  big  hot
5. little  many  big
6. hot  stink  yum
Write the correct word in each sentence.

1. Beth slept in a ___________.
   - ___________  tent
   - ___________  stop

2. A ___________ is in the box.
   - ___________  sniff
   - ___________  snake

3. Do not ___________ on the spill!
   - ___________  slip
   - ___________  sled

4. I like to ___________ at the park.
   - ___________  swing
   - ___________  swat

5. A ___________ is under the log.
   - ___________  slim
   - ___________  slug

6. Look out for the ___________!
   - ___________  skin
   - ___________  skunk

7. Mom made a ___________.
   - ___________  list
   - ___________  smock

8. Put on a ___________.
   - ___________  smell
The letters **ch** and **tch** stand for the sounds you hear in **chin** and **ditch**.

The letters **wh** stand for the sound you hear in **when**.

Choose from the letters **ch**, **tch**, and **wh** to complete each word. Write the letters on the line.

1. ________ase
2. ________ale
3. ca__________
4. lun__________

**At Home:** Help your child think of more words that contain **ch**, **wh**, or **tch**.
Write words from the box to complete the story.

Your light our again Would

____________
____________

1. ________________ you like to play today?

____________
____________

2. The sun is up and it is ________________ out.

____________
____________

3. We can ride ________________ bikes.

____________
____________

4. ________________ dog can run with us.

____________
____________

5. He is fast! Let’s race ________________.

At Home: Encourage your child to tell you about a favorite thing to do on a sunny day.
As you read *Short Shadows, Long Shadows*, fill in the Main Idea and Details Web.

How does the Main Idea and Details Web help you better understand the main idea of *Short Shadows, Long Shadows*?
Read this story.

We went out.
We sat in the sun.
We ate lunch.
The sun went down.
It was a fun day!

Write M if the sentence tells the main idea. Write D if it tells a detail.

1. We sat in the sun. _____
2. The sun went down. _____
3. We ate lunch. _____
4. It was a fun day! _____

The Main Idea is the most important idea in the story. Details are small pieces of information in a story.
You can add -s or -es to name more than one person or thing.

Circle the word in each group that names more than one. Write it on the line.

1. watch  watches  what

2. inches  pitch  inch

3. such  lunch  lunches

4. catch  patches  patch

5. kisses  miss  kiss

6. less  dresses  dress

Name ____________________________________________________________

At Home: Have your write a sentence using one of the -es words on the page.

© Macmillan/McGraw-Hill

Short Shadows, Long Shadows Book 1.3/Unit 3
As I read, I will pay attention to the questions.

What makes a shadow?
4 Sun makes light and light makes a shadow.
12 When the sun is out you can see your
21 shadow. We would not see our shadows if
29 the sun was not out.
34 This groundhog is coming out of its den.
42 The groundhog will see its shadow if the sun
51 is out. 53

Comprehension Check
1. What makes a shadow?

2. When will a groundhog see its shadow?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
The title of a magazine is on the cover. There are articles inside the magazine.

Use the magazine cover and article to answer the questions.

1. What is the title of the magazine?

2. What is on the cover?

3. What is the title of the article?

4. What could the article be about?
Blend the sounds to say each word. Write the word. Circle the picture it describes.

1. wh a le
   __________________
   __________________

2. h a tch
   __________________
   __________________

3. ch e ck
   __________________
   __________________

4. i tch
   __________________
   __________________

At Home: Have your child write and then illustrate a sentence using one of the words on the page.
Use the words in the box to complete the sentences.

hike  hive  line  bite  bike

1. Matt races very fast on his ____________.

2. What will I find in the ____________?

3. We must all walk in a ____________.

4. Dan takes a big ____________ of his cake.

5. We can ____________ up this hill.
Use the words from the box to complete the story.

**call  How  more  funny  There  so**

Look! ____________ is a pet show today.

__________________________

I will ____________ my dog Max.

__________________________

__________________________ many pets will be in the show today?

__________________________

Will they like Max ____________ than the other pets in line?

__________________________

We like to watch some of the ____________ dogs and cats.

__________________________

My Max is ____________ good!
As you read *Smile, Mike!* fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Predictions Chart help you understand what happens in *Smile, Mike!*?
Read the sentences. Write the words that tell what happens next.

1. Tim’s kite is ripped. Dad can fix Tim’s kite.
   
   Tim will ____________________________.

2. Kim must wash her dog. Kim’s dog is very big.
   
   Mike will ____________________________.

3. Sam wants to skate. Dad takes Sam to the rink.
   
   Sam and Dad will ____________________.

4. Sam wants a nice pup. Mom and Sam go to see the pups.
   
   Mom and Sam will ____________________.
When you add –ed or –ing to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = running
chop + ed = chopped

My dog is running fast.
Sam chopped the log.

Read the sentence. Write the correct form of the word in the sentence.

1. Mike is __________ the ball with a bat.
   hit

2. The girl __________ the nice red mug.
   chip

3. The kids are __________ the parts of the kite together.
   put

4. My dog just __________ over his dish.
   tip

At Home: Have your child write a sentence and draw a picture for one of the underlined words.
As I read, I will pay attention to the dialogue.

I did not want to play with Sam. So, I went to see Mom and Dad.

“Mom,” I said. “How can I play? Sam will not stop. He does just what I do.”

“He’s just a little boy,” Mom said.

“He’s just little,” Dad said.

I said, “So can he play with you?”

“He can,” they said.

Comprehension Check

1. What does Sam like to do?

2. How do Mom and Dad try to help?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
</tr>
</tbody>
</table>
Read the chart.

<table>
<thead>
<tr>
<th>Tim’s Pets</th>
<th>Nan’s Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats Ⅲ</td>
<td>cat Ⅰ</td>
</tr>
<tr>
<td>mice ⅡⅡ</td>
<td>mice Ⅱ</td>
</tr>
<tr>
<td>dog Ⅰ</td>
<td>dogs Ⅱ</td>
</tr>
<tr>
<td>fish ⅣⅣⅣⅣ</td>
<td>fish ⅣⅣⅣ</td>
</tr>
</tbody>
</table>

Count the pets and then complete the sentences.

1. Tim has _______________ fish.

2. Nan has _______________ mice.

3. Tim has _______________ dog.

4. Nan has _______________ fish.

At Home: Together, decide which child, Tim or Nan, has more pets.
Use the words in the box to answer the riddles.

bike    hit    slide    slip    dig

1. You do this on the ice. What word am I?
   ________________
   __________________
   __________________

2. You ride me fast up a hill. What word am I?
   ________________
   __________________
   __________________

3. You do this in the sand. What word am I?
   ________________
   __________________
   __________________

4. You do this with a bat in a game. What word am I?
   ________________
   __________________
   __________________

5. You like to race down me. What word am I?
   ________________
   __________________
   __________________

At Home: Together, use some of the words in the box to make up a story. Then ask your child to illustrate it.
Three letters can form a blend. Listen for all three consonant sounds in each blend.

**spring**  
**scratch**  
**splash**

Write the new word on the line. Connect the word to the matching picture.

1. scr + atch = ____________________
2. str + ipe = ____________________
3. spr + ing = ____________________
4. spl + it = ____________________

At Home: Have your child add str- to each word ending: ap, -ing, -etch, and -ip. Together, read the new words.
Use the words from the box to complete the sentences.

1. Here is a book ____________ cats.


4. I ____________ her the book.

5. “It’s a good book,” we ____________ together.

6. We ____________ glad we could read it.
As you read Gram and Me, fill in the Character and Setting Chart.

<table>
<thead>
<tr>
<th>Setting</th>
<th>What the Characters Do There</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

How does the Character and Setting Chart help you retell Gram and Me?

At Home: Have your child use the chart to retell the story.
The **setting** is where a story takes place.
The **characters** are the people or animals in a story.

Think about what a school setting is like. Circle the people and things you would find in a school.

- desk
- bike
- girl
- book
- pen
- skate
- animal
- boy
**Contractions** combine two words. The *apostrophe* (’) takes the place of any missing letters.

we + will = **we’ll**  
I + am = **I’m**  
you + have = **you’ve**

Write the contraction for the two words.

1. we + have = ____________

2. he + will = ____________

3. I + am = ____________

4. she + will = ____________

Use the contractions to complete the sentences.

5. ____________ itching my scratch.

6. ____________ be glad when spring is here.

**At Home:** Write sentences describing things your family will do this week. Begin each sentence with “**We’ll.**”
As I read, I will pay attention to the dialogue.

“Hi, Grandpa!” I say.
4 I give my Grandpa a big hug.
11 “I’m looking at pictures,” says Grandpa.
17 “Would you like me to tell you about them?”
26 “This is me when I was little,” says Grandpa.
35 “I liked to write stories on that typewriter.”
43 “I like to write stories, too,” I say. “I write them on my computer.” 57

Comprehension Check

1. What are Grandpa and the boy doing?

2. How are Grandpa and the boy alike?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A **numerical list** is a series of things written in 1, 2, 3 order.

Make two lists. Use the words below to help you.

- pen
- pants
- tape
- hat
- desk
- socks

**Things for a Trip**

1. 
2. 
3. 

**Things for School**

1. 
2. 
3. 

Draw a picture of something else you need at school.

---

**At Home:** Help your child make a list of things to take on a picnic.
Write the word that completes each sentence.

1. I can ________________ the plum.
   string smell shade

2. I would like a ________________.
   snack scratch snap

3. The ________________ cat likes to play with string.
   striped scarf steps

4. Boys and girls like to ________________ in the water.
   split splash scat

5. The ________________ is hot!
   sleet strip stove

6. Many people like the ________________.
   snap split spring
Write the word that completes each sentence.

Would  read  How  together  funny

1. They ride _____________.
2. ________________ much is that?
3. They have ________________ hats.
4. The boys like to ________________.
5. ________________ you like to bat?
Write the word that completes each sentence.

1. __________ you help us?
   Could   Care

2. Three __________  are eating lunch.
   people   walk

3. She will take __________ of the fish.
   there   care

4. __________ mom will pick you up.
   Your   Were

5. I would like to play ___________.
   oh   again

6. The light ___________ we can walk.
   says   give
Use the words in the box to complete the sentences.

rode  close  joke  bone
hope  drove  rose

1. The pet shop is ____________ to my home.

2. The ____________ is red and smells nice.

3. My dad ____________ us home after the game.

4. We ____________ on the bus to get to school.

5. I broke the ____________ in my leg when I fell.

6. I ____________ I win a big prize!

7. Can you tell a funny ____________?
Use the words from the box to complete the sentences.

opened  every  any  saw  
soon  sparkled  floating

1. I _____________________ a big, fat duck.

2. The duck ___________________ its bill to get a fish.

3. The duck was ____________________ on the pond.

4. The pond’s water ___________________ in the sun.

5. I did not see ____________________ other ducks.

6. _____________________ the duck swam away.

7. I go to the pond ____________________ day.
As you read *Pelican Was Hungry*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Inference Chart help you better understand *Pelican Was Hungry*?
Use the picture and what you already know about birds to decide if the sentences are true. Write T if the sentence is true. Write F if the sentence is false.

1. The bird lives in a tree with its babies. _____
2. The big bird can fly. _____
3. The bird is as big as a pelican. _____
4. The nest is made of stones. _____
5. The big bird is the mother. _____
6. The little birds like to eat only fish. _____
7. Soon the little birds will fly, too. _____
As I read, I will pay attention to the punctuation.

Penguins can dive. They dive under the water to get food. Penguins eat fish. They eat krill that are small shrimp. Every year, penguins make nests on the land. Some penguins use stones to make a nest. Some penguins make a hole. They fill it with grass to make a nest. This penguin has an egg. The penguin will keep the egg warm.

Comprehension Check
1. What do penguins eat?
2. How do penguins make nests?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A dictionary is a book that gives the meaning of words. Some words have more than one meaning.

Read the definitions below.

**bark** 1. the outside cover of a tree: The bark on the tree fell off. 2. to make the sound that a dog makes: His dog will bark at all cats.

**seal** 1. an animal that lives in the ocean most of the time and swims very well: The seal swam over the wave. 2. to close something so that it can not be opened: I had to seal the box with tape to close it.

Choose the correct definition for the word.
Fill in the circle.

1. bark  ○ drop a pole  ○ be like a dog
2. bark  ○ on a tree  ○ in a pot
3. seal  ○ run away  ○ close a box very well
4. seal  ○ a blue ship  ○ an animal that swims

Use a word from above in a sentence.
Circle the word that completes each sentence. Then write the word.  

1. A dog can run _______________ than a cat.  
   faster fastest  

2. A cat can run _______________ than a duck.  
   faster fastest  

3. The dog is the _______________ of them all.  
   faster fastest  

4. That little bed is _______________ than my bed.  
   softer softest  

5. The big bed is the _______________ of them all.  
   softer softest  

At Home: Ask your child to use faster and fastest in two sentences that compare people or animals.
Poems often repeat words or sentences more than once.

Read the poem. Then answer the questions.

**The Pelican and the Fish**

The fish swims.
The pelican flies over.
The fish swims.
The pelican is hungry.
The fish swims.
The pelican dives down.
The fish swims.

[Image of a pelican and a fish]

The pelican ____________________________

GULP!

1. Circle the sentences that repeat.

2. Complete the end of the poem.
Circle the word that names each picture. Then write the word.

1. bake bike
2. shape ship
3. skates stones
4. grabs grapes
5. strip stripe
6. nose nine
7. snack snake
8. smoke smile

At Home: Have your child think of one more long o, long i, and long a word.
The letters u and e stand for the long u sound.
cube tune

Use words from the box to complete each sentence.

June tube dune Luke flute mule

1. What is inside this ________________?

2. We ran down the sand ________________ and into the water.

3. The baby plays with his stuffed ________________.

4. ________________ and ________________ are six.

5. I can play a tune on my ________________.

At Home: Ask your child to use two of the long u words in a sentence.
Write the word that completes each sentence.

find after old new terrific

1. Dad has _________________ socks for _________________
   Kim because hers are _________________.

2. Can you help me _________________ my glasses?

3. We go to the park _________________ school.
   We have a _________________ time.

Match the word to its meaning.

4. done something you make or invent
5. work finished
6. creation to do a job

At Home: Ask your child to use two words from the box in sentences.
As you read June Robot Cleans Up, fill in the Conclusion Chart.

How does the Conclusion Chart help you better understand June Robot Cleans Up?
You can use what you read and what you already know to help you **draw conclusions**.

Read each story. Draw a conclusion about the characters. Then fill in the circle of the sentence that makes the most sense with the story.

1. Jane bikes to school. She likes to run races. She has fun jumping rope. Jane plays ball with her pals, too.
   - ○ Jane is in good shape.
   - ○ Jane likes to take care of dogs.

2. Luke helps out at a home for older people. He helps them walk. He tells them funny jokes.
   - ○ Luke is like the older people.

At Home: Ask your child to draw another conclusion about Jane and Luke.
As I read, I will pay attention to the punctuation.

Paper is made from trees. It takes many, many trees to make the paper people use.
How can people help to save trees?
In some places, workers collect paper for recycling. Recycling is making new things from old things. Sometimes people bring paper to a recycling center.
Old paper is recycled into new paper at a mill. Look and see how it is done.

Comprehension Check
1. What is paper made from?
2. How can people help to save trees?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the underlined word. Fill in the circle next to the correct answer.

1. Plants need water and sunlight to grow and stay alive.
   ○ living
   ○ outside

2. Mom picked a bunch of roses from the garden.
   ○ something that is red
   ○ a group of things

3. That baseball player is famous. Everyone knows who he is.
   ○ very well known
   ○ sad

4. I like puzzles so I like to read mystery books.
   ○ a story, play, or movie that has a puzzle to solve
   ○ a story that is very funny

At Home: Write a sentence using one of the underlined words.
Read the CVCe words. Listen for the long vowel sound.

cube  lace  ride

Circle the word that names the picture. Then write the word.

1. game  gate

2. bate  bone

3. flute  flat

4. fine  five

5. cub  cube

Read your answers. Then complete this sentence.

6. Words with CVCe have a ____________ vowel sound.
A **floor plan** is a drawing that shows where things are in a room.

Use the floor plan to complete each sentence.

1. The cans bin is next to the ___________ bin.
2. If you can’t tell which bin something goes in, ___________
   ask for help at the ___________.
3. Put ___________ in the ___________ bin.
4. These ___________ go in the ___________ bin.
5. The smallest bin is for ___________.

At Home: Have your child draw a floor plan of his or her room. Help your child label the floor plan.
Read the words. Listen to the long vowel sound in each word.

June Rose

Write the letters o or u and final e to complete each word. Circle the picture the word names.

1. c___ b___
2. b___ n___
3. n___ s___
4. m___ l___

At Home: Have your child find long o and long u words on store signs in your neighborhood.
Use a word from the box to complete each sentence.

snail  pay  paint  clay

__________

1. Ray will use some _____________.

__________

2. He will ________________ the vase gray.

__________

3. She will ________________ for the tray.

__________

4. A ________________ is on the pail.

The letters ay and ai stand for the long a sound.
Use words in the box to complete the sentences.

Their know cold warm great

1. I _____________ how to ride a bike.

2. A hat helps keep you ______________ in the winter.

3. Ice is very ________________.

4. We had a ________________ time at the party.

5. ________________ dog is black and white.

Match the word to its meaning.

6. sound very great; dangerous
7. predict something you hear
8. extreme to guess what will happen next
As you read Stormy Weather, fill in the Compare and Contrast Chart.

Different

Blizzard

Alike

Thunderstorm

Different

How does the Compare and Contrast Chart help you better understand Stormy Weather?

At Home: Have your child use the chart to retell the story.
When you **compare** two things, you see how they are the same.
When you **contrast** two things, you see how they are different.

Jay and May both like the water. When it is warm, they go swimming. When it is cool, Jay runs with a kite. May digs holes. If it rains, Jay takes a nap and May has a snack. When the weather is extreme, they both go home.

**Compare Jay and May by listing how they are the same.**

- 

- 

**Contrast Jay and May by telling how they are different.**

- 

- 

- 

- 

- 

- 

**At Home:** Ask your child to describe two friends. Have your child tell how they are alike and how they are different.
Fill in the circle of the meaning of each bolded word.

1. We live on the same block.
   ○ an area between two streets
   ○ something hard with flat sides

2. The light from the sun is bright.
   ○ not heavy
   ○ energy from the sun

3. My backpack is light when I have no books.
   ○ not heavy
   ○ energy from the sun

4. The baby played with a block.
   ○ an area between two streets
   ○ something hard with flat sides
As I read, I will pay attention to the punctuation.

It is Sunday. People on TV predict the weather. They let you know Sunday will be a hot, sunny day. Now you know what the weather will be. It’s a great day for swimming in the cold water! It is Monday now. It is warm, but not sunny. There are gray clouds everywhere. It may rain. It is Tuesday now. It is a rainy, wet day. People will have to use their umbrellas.

Comprehension Check

1. What can you do on a hot, sunny day?

2. What would you use on a rainy day?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
A telephone directory lists names, addresses, and telephone numbers.

Vann, Jay 17 Elm Ave. 555-5436
Vann, Max 17 Elm Ave. 555-5436
Wade, Jake 245 Main St. 555-7401
Wade, Lon 29 Sunset Ave. 555-4269
Wade, May 9 Sunrise St. 555-9711

Use the directory to complete each question.

1. How many people have the last name Wade? ______  
   _______________

2. What is May Wade’s phone number? _______________
   _______________

3. Where does Jake Wade live? _______________

4. Who has the same address and telephone number?
   _______________
   _______________

At Home: Ask your child other questions using the information on the telephone directory above.
A **compound word** is made up of two small words.

rose + bush = **rosebush**
back + yard = **backyard**

Match a word on the left to a word on the right to make a compound word. Then write the word.

1. bath hill
2. down one
3. any care
4. day robe

Use a compound word in a sentence.

5. ____________________________
Use the words from the box to name each picture.

rose  globe  tune  mule  snail  hay

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

At Home: Have your child think of other words with the long o, the long u, and the long a sounds.
Listen to the sound the letters ee, ea, and e stand for.

teeth seal he

Circle the word that names each picture. Then write the word.

1. sheet she

2. peel peek

3. bean beak

4. weak wheat

5. seat seed

6. eat eel

At Home: Help your child to write a sentence for each of the circled words.
Read each sentence. Choose the word that completes the sentence. Circle the word.

1. Dan plays with his _____.
   friends  house

2. They came _____ Dean’s house.
   by  knew

3. This game is _____ of like tag.
   kind  by

4. Jean said she could _____ far.
   run  curious

5. “I _____ you were it!” she said.
   knew  kind

6. Mike likes to look. He is _____.
   friends  curious

7. Dean has another _____.
   idea  knew

8. “I’m so glad we went to Dean’s _____,” said Mike.
   friends  house

At Home: Have your child write another sentence using one of the circled words.
As you read **Meet Ben Franklin**, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Inference Chart help you better understand **Meet Ben Franklin**?
Read the story. Then choose an answer to complete each sentence.

Jean puts a cast on a cat. Then she looks at a man’s dog. The dog’s teeth are bad. “Please brush your dog’s teeth,” she tells the man. Today she takes care of many pets. “Oh, no!” says Jean. “I did not eat lunch yet.”

1. What does the author want you to know about Jean?
   - Jean works in a lab.
   - Jean is a vet.
   - Jean likes to read.

2. Why does Jean put a cast on the cat? ____
   - The cat goes to sleep.
   - The cat wants to eat.
   - The cat broke a leg.

3. Jean did not eat lunch because she ____.
   - was not hungry
   - forgot
   - had no pets to take care of

4. What would be a good title for this story?
   - The Cat with the Broken Leg
   - A Busy Day for Jean
   - The Fast Dog
Fluency

As I read, I will pay attention to the punctuation.

How Far Down Did Sylvia Dive?

Sylvia did something that no one had done before her. She went 1,250 feet down into the ocean. That’s far! Sylvia walked on the sea floor. Like the men who walked on the moon, she had an American flag with her. Going down 1,250 feet was amazing. But Sylvia knew she wanted to go deeper. An underwater sub like this one took Sylvia down 3,000 feet!

Comprehension Check

1. What did Sylvia do that no one else had done before?

2. What country do you think Sylvia is from?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A verb is a word that shows action. You can add –ed or –ing to most verbs. A verb with an –ed ending means the action happened in the past.

play + ing = playing
play + ed = played

Write each verb with –ing and –ed.

1. flash
2. pull
3. fill

Use an –ing word and -ed word in sentences.

4. 

At Home: Think about the words talk and listen. Say each word with the endings –ed and –ing.
These words follow the CVVC pattern:
boat  keep  seat  rain

Use oa, ee, ea, or ai to complete the name for each picture.

1. b_____t
2. s_____d
3. b_____k
4. w_____t
5. l_____f
6. g_____t

At Home: Have your child think of two more words with the CVVC pattern and draw a picture for each word.
Read the story. Then write the answer to each question below.

Ben Franklin was an inventor. He came up with ideas for many things that would help to make people’s lives better. His Franklin Stove was a much safer way for people to burn wood for heat and for cooking. Even now we use a lightning rod to protect houses and ships from lightning. He gave his inventions away for free.

1. **What is an inventor?**

2. **What did people use as a safer way to burn wood?**

3. **What does a lightning rod do?**
Look at the picture. Read the two words. Then use the words to write a silly sentence.

1. seal read

2. jet teeth

3. pet net

4. hen feet
Sometimes the letter **y** stands for the long **e** sound.  *happy*

Circle the word that answers the question. Then write the word.

1. What can you ride in? __________
   - buggy  jelly

2. What can you spend? __________
   - muddy  penny

3. What do you call a very small boy? __________
   - pony  baby

4. What do you call a baby dog? __________
   - daisy  puppy

5. What can you call a rabbit? __________
   - bunny  easy

**At Home:** Have your child think of one more word that ends with the long **e** sound.
Write words from the box to complete the story.

told  before  falls  began
haste  glared  happen  heard

1. I ________________ a loud crash!

2. Did something bad ________________?

3. I ran with ________________ to see.

4. I ________________ at my sister and then

5. I ________________ her not to jump on the bed.

6. She ________________ every time.

7. I hugged her ________________ I left.

At Home: Together, use some of the words from the box to write sentences about a pet animal.
As you read Little Rabbit, fill in the Beginning, Middle, and End Chart.

How does the Beginning, Middle, and End Chart help you better understand Little Rabbit?

At Home: Have your child use the chart to retell the story.
Read the story.

The Baby Bunny

All the baby bunnies were sleeping in their nest. One baby woke up. He planned to have some fun. The bunny left the nest.

What a big place he saw! The bunny hopped and jumped. He had a good time. Then the rain fell. The baby bunny wished he was safe in his cozy nest.

Just then, he saw his mom. She was calling his name. The baby bunny hopped to his mom. They went back home. He was glad.

Read the sentences. Write B for the beginning sentences, M for the middle ones, and E for the end ones.

1. The rain came. _____

2. The bunny went home. _____

3. The bunny left the nest. _____

4. The bunny had a good time. _____
Fluency
As I read, I will pay attention to pauses, stops, and intonation in the passage.

One day Lion closed his eyes. He wanted to fall asleep. Then, Mouse came by. Lion heard Mouse and woke up. Lion stretched out his paw. He glared. Then he grabbed the little mouse. Mouse began to shake. He didn’t want to fall. “Great Lion, let me go!” said Mouse. “Why should I let you go?” asked Lion. Mouse said, “I am just a little mouse. But I can be a good friend to you.”

Comprehension Check
1. Why does Mouse shake?
2. Why does Mouse think Lion should let him go?

Words Read | Number of Errors | Correct Score
--- | --- | ---
First Read | | =
Second Read | | =

At Home: Help your child read the passage, paying attention to the goal at the top of the page.
Context clues are words in a sentence that help you figure out the meaning of a new word.

Use the underlined context clues to figure out the meaning of the word in bold letters.

1. The apples are **falling** down to the ground.

2. The branches and **leaves** hide animals in the **forest**.

3. I **heard** the owl hoot.

4. The rabbit **hopped** into the **bush** **before** the fox saw it.

Now match the word to its meaning:

1. **falling** — a. listened with ears

2. **forest** — b. to go from a high place to a low place

3. **heard** — c. at an earlier time

4. **before** — d. a place where trees and plants grow
For words that end with a consonant followed by \textit{y}, change the \textit{y} to \textit{i} before adding \textit{es}.

\begin{itemize}
  \item bunny \rightarrow bunnies
\end{itemize}

Read the word under each sentence. Change the word by adding \textit{es}. Then complete each sentence.

1. The twin \underline{________________} smiled at me.
   baby

2. Their \underline{________________} are full.
   tummy

3. Jenny \underline{________________} math every day.
   study

4. Tommy and Timmy are \underline{________________}.
   buddy

5. The \underline{________________} at the pet store were so cute.
   puppy

At Home: Read one of the words that end in \textit{-es}. Have your child say the base word and use it in a new sentence.
**Repetition** is when some words or sentences in a story or poem are used again and again.

Read the story. Then underline the sentences that show repetition.

The Pond

One day a **came to the pond.**
It drank some water.
Glug! Glug! Glug! Then it went off to rest.

A **came to the pond next.**
It drank some water, too.
Glug! Glug! Glug! Then it went off to rest.

Then a big **came to the pond.**
It drank, and it drank.
Glug! Glug! Glug! Then it went off to rest.

The **came back to the pond.**
It wanted one more drink.
But there was no water left in the pond!

At Home: Together, sing songs with repeated lines, such as "Three Blind Mice." Talk about which lines are repeated in the song.
Read the words. Then circle the words with the long e sound.

<table>
<thead>
<tr>
<th>day</th>
<th>pay</th>
<th>buddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>tummy</td>
<td>pony</td>
</tr>
<tr>
<td>say</td>
<td>daddy</td>
<td>play</td>
</tr>
</tbody>
</table>

Write a sentence. Use a word with the long e sound.

_____________________________________________________________________

Read the words. Then circle the words with the long a sound.

<table>
<thead>
<tr>
<th>chilly</th>
<th>play</th>
<th>messy</th>
</tr>
</thead>
<tbody>
<tr>
<td>tray</td>
<td>way</td>
<td>lucky</td>
</tr>
<tr>
<td>cozy</td>
<td>stay</td>
<td>gray</td>
</tr>
</tbody>
</table>

Write a sentence. Use a word with the long a sound.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

At Home: With your child, write the words from the boxes and sort them into long e and long a words.
Draw a line from the picture to the word that tells about it. Then write the word on the line.

1. _______________  
2. _______________

3. _______________  
4. _______________

5. _______________  
6. _______________

warm  
cold  
extreme  
knew  
new  
old  
idea  
creation  
floating
Circle the word that goes in each sentence. Then write the word on the line.

1. Mom rode the train to ________________.  
   house    work

2. I read ________________ I go to sleep.  
   before    after

3. Use the hose ________________ their house.  
   began    by

4. Do you know ________________ cute jokes?  
   every    any

5. What ________________ do you like?  
   find    kind

6. Have you ________________ any great ideas?  
   heard    glared
There are different ways to make the **long o** sound. The letters *o*, *oa*, and *ow* stand for the **long o** sound.

Circle the answer to each question.

1. What floats on water?
   - a boat
   - a loaf

2. What can a bike do?
   - so
   - go

3. What can you do to grass?
   - flow
   - mow

4. What can a hose do?
   - soak
   - roast

5. What do you sleep with?
   - show
   - pillow

6. What can a tube do?
   - float
   - goal

Use two long **o** words from above in sentences.

7. ____________________________________________

8. ____________________________________________

At Home: Listen to your child read the long **o** words and underline the letter or letters that stand for the long **o** sound.
Use words from the box to complete the sentences.

mother  try  always  firm
father  love  supposed

1. My mom is my _________________.

2. My dad is my _________________.

3. We _________________ each other.

4. We _________________ help each other.

5. Mom and Dad _________________ to be nice.

6. I am _________________ to be good.

7. Sometimes they are _________________ with me.

At Home: Choose three of the words. Then have your child write sentences for the words.
As you read *Olivia*, fill in the Fantasy and Reality Chart.

<table>
<thead>
<tr>
<th>Reality</th>
<th>Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Fantasy and Reality Chart help you better understand *Olivia*?
Reality is something that could really happen. Fantasy is something that could not really happen.

Circle the sentences that show reality. Then underline the sentences that are fantasy.

1. A pig puts on a dress.
2. A pig paints.
3. A pig sleeps.
4. A pig goes to school.
5. A pig has a pet cat.
6. A pig sits in the mud.
8. A pig has a mother.

At Home: Have your child write a story about a pig. Then talk about what is reality and what is fantasy in the story.
As I read, I will pay attention to pauses for punctuation.

Mike’s class was at the art gallery.

7 “Always stay together, class,” said Mrs. West.
14 “We don’t want anyone to get lost.”
21 The children stopped in one room. There were
29 many paintings to see.
33 “Come look at this one, Zack,” said Mike.
41 Mike looked at the painting. There were people
49 rowing boats on a lake. Mike saw that one boat
59 had no one in it.
64 “I wish I could be in that boat,” Mike said.
74 The next thing Mike knew, he was in the boat!
84 Mike put the oars in the water and pulled.
93 Just then Mike heard Zack say,
99 “Come on Mike. let’s go.”
104 “Wait until I tell you what happened,” said Mike.

Comprehension Check

1. Where did Mike and his class go?

2. What happened to Mike at the art gallery?

Words Read | Number of Errors | Words Correct Score
---|---|---
First Read | | =
Second Read | | =
Read the dictionary entries below.

**middle** halfway between two ends: We stood in the **middle** of the line.

**mistake** something thought or done incorrectly: I made one **mistake** on the spelling test.

**protects** to keep away from harm: The mother hen protects her eggs.

Use a word from the box to complete each sentence. You may use a word more than once.

1. Joan sat in the ____________ of her two friends.

2. The mother cat ____________ her babies.

3. Please draw a line down the ____________ of the paper.

4. If you make a ____________, try again.
Adding the letter \( y \) to the end of some words makes a new word. Notice that \( y \) stands for the long e sound.

\[ \text{snow} + y = \text{snowy} \]

Circle the correct word. Then write it on the line.

1. The washcloth is _________________.
   - soapy
   - soap

2. The campfire is _________________.
   - toasty
   - tasty

3. The apple feels _________________.
   - waxy
   - wax

4. The baby is _________________. today.
   - fuss
   - trick

5. The jigsaw puzzle is _________________.
   - tricky
Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. a snake
   a baby deer
2. Big Bass Lake
   the waterslide
3. my new bike
   Big Buck Forest
4. the swimming pool
   the campfire
5. our campsite
   last day of school
6. Dad’s big catch!
   Sam’s new dog

At Home: Cut pictures from a magazine. Then help your child write captions for the photographs.
Write the answer to each question on the line.

1. Is this a boat or a bowl? ____________________
2. Is this toast or a toad? ____________________
3. Is this a rod or a road? ____________________
4. Is this a pipe or a pillow? ____________________
5. Is this a window or a wing? ____________________
6. Is this a note or a notch? ____________________
7. Is this go or a goal? ____________________
8. Is this a cot or a coat? ____________________

At Home: Help your child write a story about a toad in a hole. Use as many long o and short o words as you can.
Say the words. Then listen to the **long i** sound.

child fly high

Write the word that completes the sentence.

1. Meg’s kite will ____________ over the trees.
   try fly cry

2. Mike will ____________ up his new truck.
   win wind white

3. We eat lunch together on a ____________ hill.
   might high fly

4. Let’s wave to that plane in the _____________.
   my sky cry

5. The ____________ can walk to his house.
   mild child cut

**At Home:** With your child, write some sentences with words that contain the long i sound. Use i, y, or igh.
Write the letter of the word from the box that completes each sentence.

- head
- never
- should
- ball
- shout
- laughter
- meadow
- Perhaps

1. The boys and girls _____ for the team.
2. The big kite was flying high over Kim’s _____.
3. Ben is _____ late for the school bus.
4. There was a lot of _____ at the show.
5. We _____ get a new bat and _____ at the shop.
6. _____ we can ride together in the green _____ today.

At Home: Have your child choose one picture and write another sentence to describe it. Encourage the use of some of the words from the box.
As you read The Kite, fill in the Problem and Solution Chart.

Somebody

Wanted

But

So

How does the Problem and Solution Chart help you better understand The Kite?

At Home: Have your child use the chart to retell the story.
Read the story about Will’s **problem and solution**. Then answer the questions.

Will can’t fly his new kite. He runs down the street with his kite. Still the kite can’t fly high. Then Will takes his kite to Mike’s house. The two friends try to pull the kite. But the kite just comes down again. Perhaps there is more wind on the high hill in the meadow. That is the best idea yet. Now Will’s kite can fly in the wind.

1. **What problem does Will have in the story?**

2. **What solution does Will try first?**

3. **What solution does Will try next?**

4. **How does the kite finally fly?**
As I read, I will pay attention to the dialogue.

“That box is for me,” Nick shouted. “I can take it now.” Gus went on his way.

Sky looked at the big, big box. “You will never lift that box,” Sky said.

“So I will try to push it,” Nick said. “Perhaps I should try to pull it, too?”

But the box never moved. Nick was too little and the box was so big.

“I can not do this myself. I need you, Sky,” said Nick. “This needs a push and a pull.”

Nick and Sky worked together. Just then flakes of snow fell. Nick and Sky woke up.

Comprehension Check

1. Why can’t Nick move the box?

2. How do Nick and Sky move the box?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A verb is a word that shows action. When a verb has the ending \textit{-ed}, the action happened in the past. The \textit{-ing} ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the word in each sentence that has a word ending. Circle the base word. Then write \textit{now} if it is something that is happening now. Write \textit{past} if it was something that happened in the past.

1. I am playing with my best friend.  
2. My cat climbed up the tree.  
3. Dad milked a cow.  
4. I am packing for my trip.  
5. We watched a good game.

At Home: Talk about three things you did yesterday. Pay attention to the verbs that end in \textit{-ed}. 
To add -er or -est to words that end in e, drop the e and then add -er or -est.

cute + er = cuter That pup is cuter than this one.
cute + est = cutest The cat is the cutest of all.

Add -er or -est to each word. Then write the new word in the sentence.

1. His pet is _______________ than the wild cat.
   tame

2. The tree in the meadow is the _______________.
   large

3. My dad is the _______________ of all.
   brave

4. The _______________ bus should stop here.
   late

5. Now my dog is _______________ than your dog.
   clean

At Home: Have your child add -er and -est to one of the following words: wide, ripe, pale. Then ask your child to use the word in a sentence.
Look at the diagram of a fire truck. Use the words from the box to complete the diagram. Write the words of the correct labels.

ladder  light  hose  cab

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
Say the words. Listen to the sounds.

**long i**
- tight
- cry
- mild

**short i**
- sit

Circle the word that completes each sentence.

1. The _____ wanted to play in the ball game.
   - chin
   - child
   - chill

2. Sam went home with his new pup _____ away.
   - right
   - ride
   - rid

3. Perhaps we can _____ the kite in the meadow.
   - fit
   - flight
   - fly

4. Max _____ a very ripe grape.
   - bit
   - bite
   - by

5. The _____ cat likes to hide in the bush.
   - win
   - wild
   - wind

6. The boys and girls can skate in the _____ after school.
   - right
   - rid
   - rink

---

**At Home:** Have your child write other sentences with words that contain long /i/ spelled i, y, and igh and short /i/ spelled i.

---

The Kite • Book 1.5/Unit 5 191
Together the letters a and r stand for the sound you hear in car. Listen for the ar sound in the word.

car 🚗

Read the sentence. Then write the word that completes the sentence.

___________

1. We can play in the back _____________. yard

2. The ____________ is far away. star

3. The ____________ has many teeth. shark

4. Wheat grows on a _____________. barn

5. A ____________ is a fish. carp

6. Nana gave me a blue _____________. scarf
Use a word from the box to complete each sentence.

question  better  children  discovery
machine  or  round

Some __________________ worked together to

________________________

make a __________________ that could help.

________________________

It was big and __________________. It was a

________________________

________________________ way to take things to school.

________________________

It could hold your backpack __________________ your

lunch. The machine could also answer any

________________________

________________________

________________________.

________________________

What a great __________________!
As you read *Kids’ Inventions*, fill in the Cause and Effect Chart.

**Cause** ➔ **Effect**

1. Cause
2. Effect
3. Cause
4. Effect
5. Cause
6. Effect

How does the Cause and Effect Chart help you better understand *Kids’ Inventions*?
The **cause** is why something happens.  

The **effect** is what happens.

**cause**  

**effect**

**Match the cause to the effect.**

1. The dog had a bath.  
2. The girl fell.  
4. The tire is flat.  
5. Ben ran faster than the others.  
6. It is raining.
Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms. A **thesaurus** is a book that lists synonyms.

**build** to make something: Tim will **build** a house.

Synonyms: construct, make, create, form, and put together: Tim will **construct** a house.

**Circle the two synonyms in each row that could complete the sentence.**

1. That inventor has a clever _____.
   - broken
   - invention
   - creation

2. The robot can _____.
   - speak
   - paper
   - talk

3. The robot won a _____ in the contest.
   - prize
   - box
   - award
As I read, I will pay attention to questions in the passage.

Who Were the Wright Brothers?
5 Orville and Wilbur Wright were inventors.
11 Their dream was to build a flying machine.
19 As children, they liked to find out how things worked. As grownups, they worked in a bike shop.
36 In 1900, the Wright brothers built a glider with two wings. Each wing was covered with cloth.
53 They flew their glider like a kite.
60 After testing the glider, one brother got on the glider. Then he would glide in the air.
69 The Wright brothers made and tested many gliders. With each new discovery they made a better glider. 94

Comprehension Check
1. Describe the glider the Wright brothers built.

2. How did the brothers fly their glider?
A card catalog helps you find books in a library.

Look at the computer screen. Then answer the questions.

1. What is the title? ________________________________

2. What is the book about? ________________________________

3. Who is the author? ________________________________

4. Where can you find this book in the library? ____________
An **abbreviation** is a short form of writing a longer word.

Look at these abbreviations.

Mister → Mr.  Saturday → Sat.  Doctor → Dr.

**Write the abbreviations for each word.**

__________  
__________  

1. Doctor __________ 
   __________  
   __________  

2. Saturday __________  
   __________  

3. Mister __________

**Read each sentence. Then circle the word that matches each abbreviation.**

4. I will make a cake on Sat.
   September       Saturday       Sunday

5. Dr. Shin helps me when I’m sick.
   Doctor         Saturday       Mister

6. We sent mail to Mr. Lee.
   Doctor         Saturday       Mister
Circle the answer to each question.

1. Does a shark have a tail?   yes  no
2. Does a car go on a rail?    yes  no
3. Can a star rain?           yes  no
4. Does a man have an arm?    yes  no
5. Can a farm have a gate?    yes  no
6. Can a scarf bark?          yes  no
7. Is a rake sharp?           yes  no
8. Does a park have a tail?   yes  no

Then circle the words with the ar sound as in far.
Write the words below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

© Macmillan/McGraw-Hill
The letters **or** stand for the middle sound in **horse**.

Circle the word that completes the sentence. Then write the word on the line.

1. The ______________ is in the barn.
   - porch  horse  fort

2. The ______________ is sharp.
   - storm  stork  thorn

3. We play ______________ at the park.
   - sports  shorts  sort

4. The lamp has a new ______________.
   - cord  fork  corn

5. We can patch the ______________ pants.
   - north  torn  for

At Home: Help your child to write sentences using words from above that have the or sound.
Use a word from the box to complete each sentence.

early  along  suddenly  errand
nothing  thought  instead

1. We woke up ________________ this morning.

2. We did an ________________ for Mom.

3. There was ________________ in the rice jar.

4. Mr. Ford ________________ he had some.

5. We gave him three roses ________________.

6. ________________, it started to rain.

7. Mr. Ford told us to run ________________.

At Home: Have your child draw a picture to illustrate one or two of the sentences.
As you read *Whistle for Willie*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>What You Know</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Inference Chart help you better understand *Whistle for Willie*?
Look at the picture. Then underline the sentence that is true.

1. Mark likes to play ball.
   Mark wins the race.
   Mark likes to ride his bike.

2. I can play catch.
   I can see far away.
   I can sing and dance.

3. I can play a game.
   I can help Dad.
   I can read a good book.

4. The water is fun.
   The water is not deep.
   The water is too cold.

5. I don’t like to help.
   I can help Mom make pancakes.
   I don’t know how to make pancakes.
As I read, I will pay attention to the punctuation.

Early one day, Jill tried to tie her shoelaces.
9  But she could not tie them.
15  “You will be able to do it one day soon,”
25  said Jill’s mother. “Put on your shoes with the
34  straps instead.” Then she left to do an errand.
43  Along came Jill’s sister, Molly. “Pretend the
50  laces are snakes. Tie the snakes together, like
58  this,” said Molly.
61  Jill kept getting her snakes tied in knots.
69  “Put on your sandals,” said Molly. “They do
77  not have laces.”
80  Jill sat down and tried again.

Comprehension Check
1. What is Jill trying to do?

2. What animals does Molly tell Jill to pretend her shoelaces are?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A base word is the word that is left when you remove the -ed or -ing ending. You can use the base word to figure out the meaning of a word.

The teacher is forming the clay.
The base word is form.
form to give shape to something

Write the base word.

1. moved moving
2. listening listened
3. crashed crashing
4. whistled whistling
5. baked baking

At Home: Say three sentences using the words move, moved, and moving.
Inflectional Ending: -ed

If a verb ends in a **consonant + y**, change the **y** to **i** before adding **ed**.  

**cri** + **ed** = **cried**

Write the word that completes each sentence.

1. The baby _____________.
   - cried
   - cryed

2. Han _____________ his hands.
   - dryed
   - dried

3. Mom ______________ the top open.
   - pried
   - pryed

4. Kelly ______________ the big bike.
   - tried
   - tryed

5. Dad ______________ the fish.
   - fryed
   - fried

At Home: Have your child write and illustrate a sentence about something he or she has tried.
A graph can show how many of something.

Read the bar graph. Then answer the questions.

1. How many days were sunny? __________

2. How many days were cloudy? __________

3. How many days were rainy? __________

4. How many more days had sun than had rain? __________

At Home: Have your child draw a picture of something he or she likes to do on a rainy day.
The letters **or** stand for the middle sound in **born**.
The letters **ar** stand for the middle sound in **barn**.

Circle the word that completes each sentence. Then write the word on the line.

1. Grandpa and I are on the ________________.
   porch  part  parch

2. It is ________________.
   dorm  fork  dark

3. We see many ________________.
   stores  stars  cars

4. They are bright but ________________.
   for  farm  far

5. Grandpa shows me the ________________ star.
   barn  north  short

At Home: Have your child sort the words to make an **or** list and an **ar** list.
The letters **er**, **ir**, and **ur** stand for the same sound.

clerk  bird  turn

Circle the word that names the picture. Then write the word on the line.

1. [ ] girl  gull  ______________________
2. [ ] cot  curl  ______________________
3. [ ] fun  fern  ______________________
4. [ ] spur  spot  ______________________
5. [ ] hid  her  ______________________
6. [ ] squirt  squint  ______________________

At Home: Have your child read and spell the **er**, **ir**, and **ur** words.
Read the clues. Use words from the box to fill in the puzzle.

**Across**
1. too many
2. pig, hen, seal
3. You can visit these.
4. not big

**Down**
1. to Jake, _____ Dad
2. The roses look _____.
3. not all

**Words to Know**
- animals
- beautiful
- crowded
- from
- part
- places
- tiny

At Home: Ask your child what each word means.
As you read *A Fruit is a Suitcase for Seeds*, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How Fruits Are Alike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Fruits Are Different</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Compare and Contrast Chart help you better understand *A Fruit is a Suitcase for Seeds*?
Cross out the word that is not like the other words in each group.

1. seed  house  leaf  plant
2. wind  rain  sun  cat
3. tree  rock  grass  rose
4. sleep  jump  run  walk
5. speak  sing  yell  fly
6. school  house  road  shop

Choose a group of three words that belong together from above. Write a sentence that tells how the words are alike. Then write a sentence that tells how they are different.

7. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

8. ____________________________________________________________
As I read, I will pay attention to patterns in the story.

Strawberries are easy plants to grow.

1. First find a place that gets at least six hours of sun.

2. Next dig holes for the little plants. Put the holes 12 inches apart. They should not be crowded together.

3. Put the plants in the holes. Press the soil around each plant. Make sure the soil covers the tops of the roots.

4. Next water the plants.

5. Pick the strawberries when they are ripe.

Animals like strawberries. As your plants grow, you will need to watch for animals. Birds, turtles, and bugs eat strawberry plants.

Comprehension Check

1. Is it easy or hard to grow strawberries?

2. What do strawberries need to grow?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>−</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the underlined word. Fill in the correct circle.

1. The man displays the fruit. He wants to set the melon on the shelf.
   - ○ throws away
   - ○ shows or sets out

2. Jordan likes to go places. He enjoys taking the bus to the fruit stand.
   - ○ likes
   - ○ twists

3. Jordan’s mom likes to relax at the park. She likes to sit and read.
   - ○ finish quickly
   - ○ rest

At Home: Talk about items you like to pack into a suitcase when you go on vacation.
A prefix is a word part you can add to the beginning of a base word to change the meaning of the word.

The prefix **re-** means *again*: re + pack = repack.

The prefix **un-** means *not* or *the opposite*: un + pack = unpack.

Write the meaning of each of the following words:

1. reuse
2. refill
3. unhappy
4. unsafe
5. remake
6. untrue

At Home: Work with your child to make up a sentence for each word.
Some poems have a **rhyming pattern**. In some poems, the second line of a verse rhymes with the fourth line.

A. Circle the two rhyming words in each poem.

The sun is out.  I saw a seed  
What a fine day!  Fall to the ground.  
Will you come out with me  It never made  
And play?  A sound.  

You want to play ball,  I look up at  
But what I’d like  The sky at night,  
Is to ride round and round  And watch the stars  
On my brand new bike.  That shine so bright.

B. Think of more rhyming pairs. Write the pairs below.

1. ______________________________  ______________________________
2. ______________________________  ______________________________
Write the letters ar, or, er, ur, or ir to finish each picture name. Then color the pictures that have the same vowel sound as in girl.

1. ________
   ________
   b_______n

2. ________
   ________
   s_______k

3. ________
   ________
   s_______t

4. ________
   ________
   f_______n

5. ________
   ________
   c_______n

6. ________
   ________
   s_______f
Write the word from the box that has the same meaning.

1. boys and girls ________________________________
   __________________________________________

2. very little ________________________________
   __________________________________________

3. dad ________________________________
   __________________________________________

4. yell ________________________________
   __________________________________________

5. just then ________________________________
   __________________________________________

6. too many people ________________________________
   __________________________________________

7. not all ________________________________
   __________________________________________

8. sheep, dog, pig ________________________________
Use a word from the box to complete each sentence.

errand  better  try  early  laughter  never

1. Today Mark feels _________________.

2. We should ________________ to plant corn.

3. After the joke, Dora heard _________________.

4. You should ________________ shout in the car.

5. Go to the store to do an _________________.

6. I get up ________________ in the morning.

Write a sentence for the word round.

______________________________
Use words from the box to complete the sentences.

cow  mouse  crown  clown
out  round  shout

1. The king had a gold __________________ on his head.
   __________________

2. The ball was red and ____________________.
   __________________

3. We can’t go ____________________ to play if it is raining.
   __________________

4. The brown ____________________ lives on a farm.
   __________________

5. “Don’t ____________________ at me,” yelled Ben.
   __________________

6. The cat ran after the little ____________________.
   __________________

7. The funny ____________________ had a red nose and big feet.
   __________________
Circle the word that completes each sentence. Then write the word on the line.

1. Where has the cat ________? done  gone

2. The girls have ________ best friends for years. been  are

3. Let’s keep ________ for the missing dog. sending  searching

4. We must look for ________. close  clues

5. I can’t see it. It must be ________. invisible  instead

6. “The keys are in my ________ purse,” said Mom. over  other

At Home: Have your child complete this sentence starter: If I were invisible for a day, I would ________. 
As you read *Dot and Jabber and the Big Bug Mystery*, fill in the Illustrations Chart.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>What It Shows</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Illustrations Chart help you better understand *Dot and Jabber and the Big Bug Mystery*?
Read each description. Then follow the directions.

1. Birds have beaks. Birds gather food with their beaks. Beaks can be different colors. Draw a beak on the bird.

2. Fish have fins. Fins help a fish swim. This fish has a blue tail fin. Draw the tail fin on the fish.

3. Cats have four legs, a tail, and soft fur. They also have whiskers. Cats use their whiskers to sense things. Draw the whiskers on the cat.

4. Spiders spin webs. They trap food in their webs. Spiders have 2 body parts and 8 legs. Draw the legs on the spider.

5. Ants dig tunnels underground. They have 6 legs and 3 body parts. They also have 2 antennae, or feelers, on their heads. Draw the antennae on the ant.
As I read, I will pay attention to the exclamation points.

“Look at all the butterflies!” I said to Amy.
9 “I hope I find a Painted Lady!”
16 “Is that one?” Amy asked.
21 “No,” I said. “A Painted Lady is orange.”
29 A butterfly landed on Amy.
34 “Look, Sara!” Amy said. “Is it a Painted Lady?”
43 “No,” I said. “A Painted Lady doesn’t have black bands.”
53 “I have never been here before,” I said to a helper. “Do you have a Painted Lady?”
63 “Yes,” she said. “Search! You will find one.”
70 “There it is!” said Amy.
78 “No, it’s not,” I said. “A Painted Lady has black and white spots.”
96

Comprehension Check

1. What kind of butterfly are Amy and her friend hoping to find?

2. Does the butterfly have bands or spots?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
</tr>
</tbody>
</table>
**Practice**

**Vocabulary Strategy:** Dictionary

pretends  plays or makes-believe: Danny **pretends** he is an astronaut.

vanished  disappeared: The sun **vanished** when the clouds came out.

observes  sees or notices: A scientist **observes** things under a microscope.

inspecting  looking at carefully: Mom is **inspecting** the house for dust.

Use a word from above to complete each sentence.

1. Kate thinks Matt ________________ from the room!

2. She is ________________ the room for clues.

3. He hides behind the toy box and ________________ to be invisible.

4. Kate ________________ many clues.
   She solves the mystery of the missing brother!

© Macmillan/McGraw-Hill
A syllable is a part of a word.

Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. kit ten
2. mag net
3. bas ket
4. ham mer

Divide each word into two syllables. Then write each syllable.

rabbit

pencil
Read the article about spiders.

Spiders
A spider is a small animal. A spider can be black, red, brown, or even yellow.

The Body of a Spider
A spider has 2 body parts. It also has 8 legs. An insect has only 6 legs.

The Home of a Spider
A spider lives in a web. It spins a sticky web. When a bug flies into the web, it gets stuck. Then the spider eats it.

Answer the questions about the article.

1. Circle the two heads that tell what information is in the sections.

2. Write one fact from each section.

A head tells what information is in a section of an article or story.
Circle the word that names each picture. Then write the word.

1. burn  bird
   ______________________

2. mouse  most
   ______________________

3. hose  house
   ______________________

4. town  toad
   ______________________

5. stir  star
   ______________________

6. bone  boat
   ______________________

7. owl  own
   ______________________

8. crowd  crown
   ______________________

At Home: Have your child write a sentence for each word not circled.
Use words from the box to name the pictures.

book  |  cook  |  look  |  foot  
woof  |  wool  |  hook  |  hood  

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________

At Home: Ask your child to use each word in a sentence.
Use a word from the box to complete each sentence. Then look in the sentences for other words from the box. Circle them.

birds  Earth  table  bear
fooling  guess  helmet  space

1. They can see Earth from outer
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Her book and bike ________________________________________
   are on the table.

3. He read a story about tiny birds and
   ____________________________________________________________
   ____________________________________________________________
   a huge ____________________________________________

4. I guess they just like
   ____________________________________________________________
   ____________________________________________________________
   _____________________________ around.

At Home: Have your child use two of the words to write another sentence.
As you read *Blue Jay Finds a Way*, fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Predictions Chart help you better understand *Blue Jay Finds a Way*?
In a prediction you tell what you think will happen next.

Read each story. Then complete the sentence to tell what could happen next.

1. The ship takes off. It is flying to the moon. It will

2. The car is not clean. Mom drives to the car wash. The car will

3. It is a windy day. We have kites. We will

4. Dad brings home a bag full of food. He cooks the food. We will

At Home: Ask your child to predict what will happen next in each story and draw a picture of one of them.
As I read, I will pay attention to pauses for sentence punctuation.

Bird and Bear sat at the lake.
7 It was night, and they were looking at the
16 moon.
17 “The moon looks flat,” said Bird.
23 “But I know it is round like a ball.”
32 “I would love to fly to the moon,” said Bear.
42 “You’re fooling. You can’t fly!” said Bird.
49 “I could make a spaceship,” said Bear.
56 “Then I could fly.”
60 “Ha!” said Bird. “That would take too long.
68 I could fly to the moon and be back before
78 you are done.”
81 “You can’t fly to the moon,” said Bear.
89 “It’s too far away in space.”

Comprehension Check
1. How will Bear fly to the moon?
2. How will Bird fly to the moon?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

© Macmillan/McGraw-Hill
Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning of the bold word. Use the underlined context clues to figure out the meaning of each word.

1. The girls are giggling and fooling around on the stage.
   ○ acting silly       ○ cleaning

2. They are in a show about stars and planets in space.
   ○ the beach          ○ a place where astronauts travel

3. The big helmet hides most of Seta’s face.
   ○ boots              ○ something that protects a person’s head

4. Maria fell down. Her moon rocks tumbled off the stage.
   ○ dropped            ○ dug

5. “These space boots make it hard to feel the earth under my feet,” said Seta.
   ○ cold water         ○ ground; also the planet where we live

At Home: Ask your child to make up sentences using two of the words in bold letters.
Read the underlined words. Then write a word with -ful or -less that means the same.

1. They laughed and danced and sang. ______________
   They were full of joy.

2. The boy didn’t think he would win. ______________
   He was without hope.

3. She took a lot of care when she packed the dishes. ______________

4. The lonely man did not know anyone. ______________
   He was without a friend.

Pick a word with -ful and a word with -less. Then write a sentence for each word.

5. ______________

6. ______________
The question and answer format uses the words question and answer to show who is speaking.

Question: How does it feel?  Answer: It feels like flying!

Who is speaking?
Draw a line from the sentence to show who is speaking.

1. Question: Is it raining out?  Answer: Yes, it is.

2. Question: What did you find?  Answer: I found a chest!
Use two words from the box to complete each sentence.

<table>
<thead>
<tr>
<th>found</th>
<th>book</th>
<th>couch</th>
<th>frown</th>
<th>shook</th>
<th>wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>clown</td>
<td>crown</td>
<td>hook</td>
<td>round</td>
<td>good</td>
<td>hood</td>
</tr>
</tbody>
</table>

1. The _____________ has a _____________.
2. The _____________ table is ____________.
3. The coat with a ____________ hangs on a ____________.
4. The _____________ is on the _____________.
5. I _____________ my _____________ dog.
The letters **oo** can stand for the middle sound in **moon**.

Read the word and circle the picture for it.

1. noon
2. zoo
3. school
4. spoon
5. groom

At Home: Ask your child which picture names rhyme. *(stool, school, noon, spoon)*
Use the words in the box to complete each sentence.

only laugh goes ever ordinary interesting

1. People like to _____________________.

2. It eats ____________________ the leaf.

3. She ____________________ in.

4. This bird is _____________________.

5. This bird is more _____________________.

6. Do you ____________________ work outside?

At Home: Have your child write a sentence using two of the words in the box.
As you read **Cool Jobs**, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alike</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How does the Compare and Contrast Chart help you better understand **Cool Jobs**?

**At Home:** Have your child use the chart to retell the story.
Write A if the sentence or sentences tell how two or more things are alike. Write D if the sentence or sentences tell how two or more things are different.

1. Ted has a black and white dog. May has a black and
   white cat.

2. Sam likes to sing and Mike likes to dance.

3. Dana and Karen have on blue pants.

4. Cara’s flowers are red. Nia’s flowers are pink.

5. Both toys are broken.

6. All of the babies are small.
Words with opposite meanings are **antonyms**. You can use a thesaurus to find an antonym. **Antonyms** are listed after the synonyms.

- **loud** noisy, roaring  **Antonym:** quiet
- **small** little, tiny  **Antonym:** big

Write a sentence for each set of antonyms.

1. break  fix

   ______________________________________________________

   ______________________________________________________

2. sweet  sour

   ______________________________________________________

   ______________________________________________________

3. many  few

   ______________________________________________________

   ______________________________________________________

4. dirty  clean

   ______________________________________________________

   ______________________________________________________

**At Home:** Draw a picture to go with one of the pairs of antonyms.
As I read, I will pay attention to pauses for sentence punctuation.

Some pilots fly sightseeing planes.
Sightseeing planes fly low to the ground.
That way the people on the plane can see all the sights.
Some pilots fly helicopters. A helicopter is different from an ordinary plane. Helicopter pilots can fly forward and fly backward. They also can turn the helicopter in a circle and stay still in the air.
There are places where only helicopters can fly. They are places where ordinary planes cannot go.

Comprehension Check

1. Why do sightseeing planes fly low to the ground?

2. In what directions do helicopter pilots have to fly?
You can use the Internet to find out about a topic. Put important or key words in the search box. Then hit **GO** and a list of links will pop up.

Write the key words you would type in the search box to look up the following:

1. You want to know more about the moon.
2. You want to find out about places to see in New York.
3. You want to know more about the animal you like best.
4. You want to find out about a job you would like.

**At Home:** If possible, help your child search one of the above topics. If no computer is available, have your child list three topics he or she would like to research.
Change or add one letter to each word to make a new word. Use the pictures to help.

**moo**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**soon**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**too**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**roof**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At Home: Have your child make up sentences using two or more words from each box.
Complete each sentence with a word from the box. Then underline any words that have ou, ow, or oo.

foot  round  stoop  cow  brook  root

1. An animal that says “moo” is a _____________.

2. When you bend down, you ________________.

3. A boot goes on your ________________.

4. A scoop of ice cream is ________________.

5. The underground part of a plant is a ________________.

6. A small stream is a ________________.

At Home: Have your child think of words that rhyme with words in the box.
Read the words. What vowel sound do you hear? The letters **au** and **aw** stand for the vowel sound in *Paul* and *paw*.

**Circle the word that answers each riddle.**

1. I am a large bird.
   What am I?  hawk  haul

2. I grabbed with my claw.
   What did I do?  call  caught

3. This is the start of the day.
   What is it?  dorm  dawn

4. I like to do this in art class.
   What is it?  draw  drink

5. A bird cant use this to make a nest.
   What is it?  stand  straw

**At Home:** Have your child make up another riddle about a hawk, another bird, or an animal.
Choose a word from the box to finish each sentence. Then write the word on the line.

wild  learn  enough  across  air  cub  eyes

1. The tiger ________________ has a sister.

2. Soon the cubs will be old ________________ to hunt

   in the ________________.

3. They will ________________ from their mother.

4. They like the night ________________.

5. Their ________________ see well at night.

6. The cubs play, too. They swim ________________ the stream.

At Home: Ask your child to draw a picture of a tiger cub and write a sentence about it.
As you read *A Tiger Cub Grows Up*, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Cub</th>
<th>Grown-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Compare and Contrast Chart help you better understand *A Tiger Cub Grows Up*?
When you **compare**, you tell how two or more things are alike. When you **contrast**, you tell how things differ.

If something tells about “The Tiger,” write it in that list. If something tells about “A Tiger Cub Grows Up,” write it under that list. It is okay to write something under both.

- lives in an animal park
- speeds in the forest
- has stripes
- lives in the wild
- poem
- real story
- drinks milk

**“The Tiger” by Douglas Florian**

1. ____________________________
   ____________________________

2. ____________________________
   ____________________________

3. ____________________________
   ____________________________

4. ____________________________
   ____________________________

**“A Tiger Cub Grows Up” by Joan Hewitt**

5. ____________________________
   ____________________________

6. ____________________________
   ____________________________

7. ____________________________
   ____________________________

8. ____________________________

**At Home:** Talk with your child about some things both tigers can do.
As I read, I will pay attention to pausing for sentence punctuation.

Some baby animals are called kids or cubs. A baby horse is called a foal. Its mother is called a mare. Less than an hour after it is born, a foal will stand to drink milk. Foals start to eat grass a few weeks after they are born. Horses have very large eyes. They are set on the sides of their heads. Horses have short pointed ears. They can hear very well. Horses also have a good sense of smell. Horses have strong legs. They can kick their legs in the air.

Comprehension Check

1. What is a baby horse called?

2. When does a foal stand up?
An **inflected verb** is a verb with an ending. When you remove the –**ing** or –**ed** ending you are left with the base word.

<table>
<thead>
<tr>
<th>inflected verb</th>
<th>base word</th>
</tr>
</thead>
<tbody>
<tr>
<td>splashing</td>
<td>splash</td>
</tr>
<tr>
<td>splashed</td>
<td>splash</td>
</tr>
</tbody>
</table>

Write the ending. Then write the base word. The first one is done for you.

1. opened
   - ed
   - open

2. chewing
   - 
   - 

3. pointed
   - 
   - 

4. crawling
   - 
   - 

5. roaring
   - 
   - 

6. talked
   - 
   - 

**At Home:** As you read with your child, occasionally point out verbs ending in –**ed** and –**ing**. Ask your child to identify the base word.
Practice

Name ________________________________

Variant Vowels: **au, aw**

The letters **au** and **aw** stand for the vowel sound in **Paul** and **saw**.

Use the words in the box to complete the sentences.

**saw**  **jaw**  **caught**  **lawn**  **taught**

1. Paul and Tawny play on the ________________.

2. Tawny ________________ the ball.

3. Paul ________________ Tawny to get the ball.

4. Tawny ________________ the ball.

5. She grabs it in her ________________.

At Home: Sort the words into two lists. Label one list "Paul" words and the other list "Tawny" words. Then encourage your child to add other words to each list.
Poets often use words in funny and interesting ways. The sounds of words can help express their meaning.

Read the poem. Find the fun words in each verse. Then write the words on the lines.

**BOW-WOW**

Bow-wow says the dog,
Mew, mew says the cat,
Grunt, grunt goes the hog,
And squeak goes the rat.

Whoo-oo says the owl,
Caw, caw says the crow,
Quack, quack says the duck,
And what cuckoos say, you know.

A fine song I have made,
To please you, my dear;
And if it’s well-sung,
’Twill be charming to hear.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---
The letters **au** and **aw** stand for the vowel sound in **haul** and **paw**.

The letters **oo** can stand for the vowel sound in **look**.

The letters **oo** can stand for the vowel sound in **food**.

Circle the word that names the picture. Then write the word.

1. crawl
   - cook

2. spoon
   - spool

3. paw
   - yawn

4. bone
   - broom

5. book
   - bag

6. fawn
   - food
Read the words. The letters **oy** and **oi** stand for the vowel sounds in **boy** and **boil**.

**boy**  **boil**

Read each sentence. Then complete the word by adding **oi** or **oy**.

1. The little child cried with j______ at the sight of the playful pups.
2. We will need more s______l for the new plants.
3. The little b______ laughed and ran toward his father.
4. Jen’s new t______ toppled off the table and broke.
5. Mom has to put ______l in her car.
6. The water for our tea will b______l soon.

**At Home:** Have your child write sentences for some of the **oi** and **oy** words.
Write words from the box to complete the story.

- grew
- leave
- toward
- welcoming
- circle
- toppled
- wreck

1. The children ________________ plants for their class.
2. Mike and Jen put some seeds in a ________________.
3. One tall plant ________________ over.
4. Will the plant ________________ their beautiful garden?
5. Let’s turn all the plants ________________ the sun now.
6. We will ________________ the plants in the bright sunshine all week.

At Home: Have your child use some of the vocabulary words to tell what will happen next to the classroom garden.
As you read **Sand Castle**, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the Cause and Effect Chart help you better understand **Sand Castle**?

**At Home:** Have your child use the chart to retell the story.
The **cause** tells why something happened. The **effect** tells what happened.

**Look at the picture. Read the sentences. Underline the effect. Then circle the cause.**

1. It is raining.
   - The rain will wash away the sand castle.

2. The sun will melt the snowman.
   - The sun is shining brightly.

3. The girl will fix the tire.
   - The bike tire is flat.

4. The dog rolled around in a muddy puddle.
   - The boy will wash his dog.

---

**At Home:** Have your child identify a cause and effect situation at school or at home.
As I read, I will pay attention to patterns in the story.

Meena looked out at the birds that had come to her backyard.
“Look at how great they are,” Meena said.
“I want them to stay and not fly away.”
“Well, we can make a birdhouse,” Mama said. “It would be welcoming and then the birds might not leave.”
“That’s a great idea,” said Meena. “Let’s make it this afternoon.”
Meena called her friends Wendy and Mark to help. Soon Wendy and Mark came over.
Wendy took out paper and paints. Mark took out wood and glue. And Meena put out foil stickers.

Comprehension Check
1. Why does Meena want to build a birdhouse?
2. Do you think Meena, Wendy, and Mark are good friends?

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
Use the underlined context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. moved round and round  

b. came back

c. tapped gently  

d. to keep safe

e. a bridge that can be raised and lowered

1. The royal family **returned** home from a **trip** to the countryside.  

2. The king, queen, and prince **crossed** over the **drawbridge** toward the castle.

3. The happy queen kissed the prince and **patted** him on the head.

4. Water from the river **swirled** in the moat.

5. The **moat** and the **drawbridge** **protect** the castle from strangers.

At Home: Tell your own story about a castle. Use the words **drawbridge** and **protect** in the story.
Write a word from the box to complete each sentence. Then underline the letters in each word that stand for the vowel sound.

<table>
<thead>
<tr>
<th>toys</th>
<th>soil</th>
<th>coins</th>
<th>boy</th>
<th>broil</th>
</tr>
</thead>
</table>

1. Jill got _____________ on her jeans.

2. Lee saved many _____________ in his bank.

3. The little _____________ wanted to play on the slide.

4. We will _____________ our food for dinner tonight.

5. The children looked at the _____________ in the store.

At Home: Have your child think of other words with the *oi* and *oy* diphthongs and use one of them in a sentence.
Captions tell you facts about a photo or picture.

Read the captions. Then answer the questions.

On May 28, Paul and Mom paint his bedroom.

1. Who is in the picture? ____________________________

2. What are they doing? ____________________________

3. What is the date? ____________________________

On June 10, Pam and Joy make a sand castle at the beach.

4. Who are the children? ____________________________

5. What are the children doing? ____________________________

6. What is the date? ____________________________

At Home: Help your child to make up some captions for photographs in a family album.
Read the words.
The letters **oi** and **oy** stand for the sounds in **soil**  **toy**

Blend the sounds and say the word.
Write the word.
Draw a line to the picture that it describes.

1. b **oi** l ____________

2. b **oy** ____________

3. t **oy** ____________

4. s **oi** l ____________

At Home: Have your child change the first letter of one of the words to make a new word. Then have your child draw a picture of what the word names.
Write the words from the box in the correct list.

Animals

Places

Use each word in a sentence.
Circle the words that tell about the pictures.

1. invisible bear
   wild bear

2. interesting laugh
   interesting book

3. only two eyes
   only two mouths

4. has been searching
   has been welcoming

5. toppled toward the boy
   toppled toward the point

6. leave enough room
   grew enough