What’s New?

The Alphabet

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm

Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz

Words to Know

I  can

Listen and Read

Week 1

Week 2

Week 3

At Home:
Use the cover of the Activity Book to talk about what you and your child see.

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Name ________________________________

At Home: Ask your child to name each animal and the animal he or she drew.

响应大书：《公园里的动物：ABC书》

说出这些动物。然后画出故事中的另一只动物。
High-Frequency Word: I

- Read the sentence: I run.
- ★ Read the sentence: I read.
- ★★ Read the sentence: I eat.

At Home:
Ask your child to read the sentences aloud.
At Home: Ask your child to name each pair of letters.

Letter Recognition: Aa - Dd
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz
Letter Recognition: *Ee - Hh*
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

At Home:
Ask your child to name each pair of letters.
Respond to the Big Book: *Hands Can*

Tell what the children in the pictures are doing with their hands.
Draw a picture that shows something you can do with your hands.

At Home:
Ask your child to tell you about each picture.
I can run.

I can read.

I can eat.

High-Frequency Word: can
- Read the sentence: I can run.
- ★ Read the sentence: I can read.
- ★ Read the sentence: I can eat.

At Home:
Ask your child to read the sentences aloud.
Letter Recognition: *Ii - Nn*
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

At Home:
Ask your child to name each pair of letters.
At Home:
Ask your child to name each pair of letters.

Letter Recognition: Oo - Rr
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

At Home:
Ask your child to name each pair of letters.
Respond to the Big Book: Jazz Baby
Talk about what you see. Color the piano red. Color the drums yellow. Color the horn blue.

At Home:
Ask your child to point to and name each musical instrument.
I can eat.

I can brush.

I can sleep.

High-Frequency Words: I, can
- Read the sentence: I can eat.
- ★ Read the sentence: I can brush.
- ★★ Read the sentence: I can sleep.

At Home:
Ask your child to read the sentences aloud.
Letter Recognition: Ss - Xx
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

At Home:
Ask your child to name each pair of letters.
Letter Recognition: Yy - Zz
Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

At Home:
Ask your child to name each pair of letters.
I can sleep.

I can eat.

High-Frequency Words: I, can
Read the book aloud to a partner.

Take Home Book: Ask your child to read the book aloud to you.
I can brush.

I can read.
Draw a picture of you and your family.
Letter to Know

Mm

Listen and Read

Big Book

Pre-decodable Reader

Word to Know

we
Say the name of each picture. Write the letter that stands for the /m/ sound you hear at the beginning of the word. Repeat the names aloud.

Phonics: /m/m

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Make Predictions *Whose Baby Am I?*
Cut out the animals. Match each baby animal with the adult animal you think it will grow into.

At Home:
Ask your child to tell you why he or she matched each baby animal with the adult animal.
Comprehension: Make Predictions *Whose Baby Am I?*
Cut out the animal figures. Match each baby animal with the adult animal you think it will grow into.

**At Home:**
Ask your child to tell you why he or she matched each baby animal with the adult animal.
We can eat.

High-Frequency Word: we
Read the book aloud to a partner.
Reread for fluency.

We can sweep.

Take Home Book:
Ask your child to read the book aloud to you.
We can rake.

We can paint.
Phonemic Awareness: /m/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of moon.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as moon.
At Home:
Ask your child to name each picture on the page that begins with the same sound as *monkey*.

Phonics: /m/m
Say the name of each picture. Circle each picture whose name begins with the same sound as *monkey*. Write the letter.

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Comprehension: Make Predictions
Look at the top picture. Then draw a line to the picture below that shows what might happen next.

At Home:
Ask your child to tell a story about the pictures.
At Home:
Ask your child to name each picture and then point out and say each word that begins with the letter m.

Phonics: /m/m
Say the name of each picture. Write the letter below the picture if its name begins with the /m/ sound.
What’s New?

Letter to Know

Listen and Read

Word to Know

the
Phonics: /a/ 
Say the name of each picture. Write the letter that stands for the /a/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: 
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Setting *The Picnic at Apple Park*
Cut out the characters. Glue them on craft sticks. Use them to tell about the setting in the story.

At Home:
Ask your child to tell you about a setting in the story, *The Picnic at Apple Park.*
Comprehension: Setting *The Picnic at Apple Park*
Cut out the characters. Glue them on craft sticks. Use them to tell about the setting in the story.

At Home:
Ask your child to tell you about a setting in the story, *The Picnic at Apple Park.*
I see the dog.

I see the baseball.

High-Frequency Word: the
Read the book aloud to a partner. Reread for fluency.

At Home:
Ask your child to read the book aloud to you.
I see the bat.

I see the mitt.
Phonemic Awareness: /a/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of astronaut.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as astronaut.
Phonics: Blending *am*

Blend the sounds and say the word. Read the sentence. Write the word. Read the sentence again.

At Home:

Ask your child to read the sentences aloud.
Comprehension: Setting

- Look at each picture. Circle the picture that shows a family at home.
- ★ Look at each picture. Circle the picture that shows children at school.

At Home:
Ask your child to tell where the people are and what they are doing in each picture.
Phonics: /a/  
Say the name of each picture. Write the letter below the picture if its name begins with the /a/ sound.

At Home:  
Ask your child to name each picture and then point out and say each word that begins with the letter a.
Letters to Know

![Aa](apple)  ![Mm](monkey)

Words to Know

we  the

Listen and Read

*Read-Aloud Trade Book*

*Pre-decodable Reader*

*I Am in My Attic*

by Amy Helfer

illustrated by Nathan Jarvis

We the
Phonics: /m/m
Say the name of each picture. Circle each picture whose name begins with the same sound as *monkey*. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as *monkey*. 
Name

Comprehension: Make Predictions
Look at the top picture. Draw a line to the picture below that shows what might happen next.

At Home:
Ask your child to tell you a story about the pictures.
Vocabulary: big, small, short, tall

Circle the animal that is tall. Draw a line under the animals that are short. ☆ Circle the animal that is small. Draw a line under the animals that are big.

At Home: Ask your child to talk about the size of each animal.
The duck can!

High-Frequency Words: we, the
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.

Can we?
We can!

Can the duck?
Name ___________________________________________________________

At Home:
Ask your child to name each picture on the page that begins with the letter a.

Phonics: /a/
Say the name of each picture. Circle each picture whose name begins with the same sound as apple. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the letter a.
At Home:
Ask your child to read the sentences aloud.

Phonics: Blending *am*

★ Blend the sounds and say the word. Read the sentence. Write the word.
▲ Write the word *am* and your name to complete the sentence. Read the sentence again.
Comprehension: Make Predictions
Look at the top picture. Then draw a line to the picture below that shows what might happen next.

At Home:
Ask your child to tell a story about the pictures.
Phonics: /m/m, /a/a
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture of you and a friend.

At Home:
Use the cover of the Activity Book to talk about vocabulary words: red, yellow, blue.
What’s New?

Letter to Know

Listen and Read

Word to Know

like
Phonics: /s/s
Say the name of each picture. Write the letter that stands for the /s/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Character *What Do You Like?*

Look at the picture and point to each character. Who are they? What are the characters doing that is the same? What about the characters is different?

At Home:
Ask your child to tell you what the characters enjoy doing in the story, *What Do You Like?*
Vocabulary: Color Words
Name the color. Color each picture to match the color of the crayon.

At Home:
Ask your child to name each color.
I like alligators.

I like soup.

High-Frequency Word: like
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.
I like socks.

I like milk.
Phonemic Awareness: /s/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of sun.

At Home:
Ask your child to point to and name the items in the picture that begin with the same sound as sun.
Sam

I am Sam.

I like .

We like .

Phonics: Blending s
Blend the sounds and say the word. Read the sentence. Write the word. Read the sentence again.

At Home:
Ask your child to read the sentences aloud.
Comprehension: Character

- Look at the pictures. Circle the picture that shows the boy being a friend.
- Look at the pictures. Circle the picture that shows the girl being helpful.

At Home:
Ask your child to tell you what the children are doing in each picture.
Phonics: /s/
Say the name of each picture. Write the letter below the picture if its name begins with the /s/ sound.

At Home:
Ask your child to name each picture and then point out and say each word that begins with the letter s.
What's New?

- Letter to Know
  - Pp
- Word to Know
  - a

Listen and Read

- Friends All Around by Miela Ford
- A Map by Jeff Stanley illustrated by Jared Lee

Big Book
Pre-decodable Reader
Phonics: /p/p
Say the name of each picture. Write the letter that stands for the /p/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: Ask your child to name each picture and its beginning letter and sound.
Comprehension: Compare and Contrast *Friends All Around*

Look at each picture and tell what the friends are doing. What are the friends doing in each picture that is the same? What are the friends doing that is different?

At Home:
Ask your child to tell you what is happening in each picture.
Comprehension: Compare and Contrast *Friends All Around*

Look at the picture and tell what the friends are doing. Draw a picture of something you like to do with a friend. Tell how it is the same or different from the picture shown.

At Home:
Ask your child to tell you ways he or she and a friend are alike and different from the characters in the story.
I am a frog.

I am a bird.

High-Frequency Word: a
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.
I am a chick.

I am a rose.
Phonemic Awareness: /p/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of pineapple.

At Home:
Ask your child to point to and name the items in the picture that begin with the same sound as pineapple.
Phonics: Blending $p$

Blend the sounds and say the word. Write the word. Circle the picture that goes with the word. Say the word again.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Compare and Contrast

Look at the pictures. Circle the two pairs that are the same. Tell why they are the same. Point to the pair that is different. Tell why it is different.

At Home:
Ask your child to tell you why the pairs are the same or different.
Phonics: /p/p

Say the name of each picture. Write the letter below the picture if its name begins with the /p/ sound.

At Home:
Ask your child to name each picture and then point out and say each word that begins with the letter p.
Letters to Know

Letters to Know: Ss, Pp

Listen and Read

Listen and Read: Read-Aloud Trade Book, Pre-decodable Reader

Words to Know

Words to Know: like, a
Phonics: /s/s
Say the name of each picture. Write the letter that stands for the /s/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Character *Simon and Molly plus Hester*

Name the characters in the story. Cut out the pictures. Glue the pictures that show what the friends enjoy doing together at the end of the story in the boxes above.

<table>
<thead>
<tr>
<th>Simon</th>
<th>Molly</th>
<th>Hester</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cycling" /></td>
<td><img src="image2" alt="Jelly" /></td>
<td><img src="image3" alt="Paper Plane" /></td>
</tr>
<tr>
<td><img src="image4" alt="Scooter" /></td>
<td><img src="image5" alt="Spice" /></td>
<td><img src="image6" alt="Kite" /></td>
</tr>
</tbody>
</table>

At Home:
Ask your child to name the characters in the story, *Simon and Molly plus Hester*, and tell what they liked to do together.
Comprehension: Character *Simon and Molly plus Hester*

Name the characters in the story. Cut out the pictures. Glue the pictures that show what the friends enjoy doing together at the end of the story in the boxes.

At Home:
Ask your child to name the characters in the story, *Simon and Molly plus Hester*, and tell what they liked to do together.
We like a fish.

I like a frog.
I like a dog.

I like a rabbit.
**Phonics: /p/**

Say the name of each picture. Write the letter that stands for the /p/ sound you hear at the beginning of each word. Repeat the names aloud.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍎</td>
<td>Apple</td>
</tr>
<tr>
<td>🍓</td>
<td>Pencil</td>
</tr>
<tr>
<td>🎃</td>
<td>Pumpkin</td>
</tr>
<tr>
<td>🍿</td>
<td>Popcorn</td>
</tr>
<tr>
<td>🌟</td>
<td>Pot</td>
</tr>
<tr>
<td>🧸</td>
<td>Pin</td>
</tr>
<tr>
<td>🌿</td>
<td>Pea</td>
</tr>
<tr>
<td>🐷</td>
<td>Pig</td>
</tr>
<tr>
<td>🐧</td>
<td>Penguin</td>
</tr>
<tr>
<td>🐶</td>
<td>Dog</td>
</tr>
</tbody>
</table>

**At Home:**
Ask your child to name each picture and its beginning letter and sound.
At Home: Ask your child to blend the sounds and read each word.

Phonics: Blending s, p
Blend the sounds and say the word. Write the word. Say the word again.
Comprehension: Character

Look at each picture. Tell what the characters are doing. Circle the picture that shows a helpful person.

Look at each picture. Tell what the characters are doing. Circle the picture that shows a person who is sharing.

At Home:
Ask your child to tell you what the children are doing in each picture.
Phonics: /s/, /p/
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture that shows how you like to travel.
What’s New?

- Letter to Know
  - T+

- Word to Know
  - see

- Listen and Read
  - Big Book
  - Pre-decodable Reader

Name ________________________________

Unit 3 • Week 1

Unit 3: Transportation • Week 1
Phonics: /t/ • Week 1

Say the name of each picture. Write the letter that stands for the /t/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: Ask your child to name each picture and its beginning letter and sound.
**Comprehension: Make Predictions The Bus for Us**

Look at the top picture. Then draw a line to the picture below that shows what might happen next.

**At Home:**
Ask your child to tell a story about the pictures.
Vocabulary: Shape Words
Name the shapes. 🍎 Color the shapes that are the same red.
🌟 Color the shapes that are the same yellow. 🌟 Color the shapes that are the same blue.

At Home:
Ask your child to point to and name each shape. Have your child tell which shapes are the same in each row.

Unit 3: Transportation • Week 1
I see Sam.

I see a truck.

High-Frequency Word: see
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.

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I see a bus.

I see a car.
Phonemic Awareness: /t/
Follow the train tracks and say the name of each item. Circle the item if its name begins with the sound you hear at the beginning of turtle.

At Home:
Ask your child to point to and name all the items on the train tracks that begin with the same sound as turtle.
I am at the computer.

I sat the table.

I am Pat.
Comprehension: Make Predictions
Look at the top picture. Then draw a line to the picture below that shows what might happen next.

At Home:
Ask your child to tell a story about the pictures.
Ask your child to name each picture that begins with the same sound as "turtle".

Phonics: /t/  
Say the name of each picture. Write the letter below the picture if its name begins with the /t/ sound.

At Home:  
Ask your child to name each picture that begins with the same sound as "turtle."
What’s New?

- Letter to Know
  - Ii

- Word to Know
  - go

- Listen and Read
  - Big Book: It Can Go, Go, Go!
  - Pre-decodable Reader: On the Go

Unit 3 • Week 2
Phonics: /i/i
Say the name of each picture. Write the letter that stands for the /i/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Classify and Categorize On the Go
Cut out the pictures. Sort them into groups of things that travel by land, air, or water.

At Home:
Ask your child to show you how the pictures can be sorted.
Comprehension: Classify and Categorize On the Go
Use the pictures to check your sorting of things that travel by land, air, or water.

At Home:
Ask your child to show you how the pictures can be sorted.
We can go.

High-Frequency Word: go
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.

A car can go.
A truck can go.

A bike can go.
Phonemic Awareness: /i/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *iguana*.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as *iguana*.
Phonics: Blending *it*
Blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.

I see ___.

I like ___.

I can ___.

At Home: Ask your child to read the sentences aloud.
Comprehension: Classify and Categorize

Look at the pictures. Draw an X on the picture that does not belong. Tell why it does not belong.

At Home:
Ask your child to tell you which picture does not belong in each row and why.
Phonics: /i/ 
Say the name of each picture. Write the letter below the picture if its name begins with the /i/ sound.

At Home: 
Ask your child to name each picture that begins with the same sound as iguana.
What’s New?

- Letters to Know
  - Ii
  - Tt

- Listen and Read
  - Read-Aloud Trade Book
  - Pre-decodable Reader

- Words to Know
  - see
  - go
Phonics: /t/ 
Say the name of each picture. Circle each picture whose name begins with the same sound as turtle. Write the letter.

At Home: 
Ask your child to name each picture on the page that begins with the same sound as turtle.
Comprehension: Character, Plot *Duck on a Bike*

Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.

At Home:
Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike.*
Comprehension: Character, Plot *Duck on a Bike*
Cut out the pictures and put them in order. Use them to describe the characters and what happened in the story.

At Home:
Ask your child to tell you what Duck and the other animals do in the story, *Duck On a Bike.*
I can go.

I see a balloon go.

High-Frequency Words: see, go
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I see a truck go.

I see a boat go.
Phonics: /i/
Say the name of each picture. Circle each picture whose name begins with the same sound as *iguana*. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as *iguana*.
Phonics: Blending *it*
Blend the sounds and say the words. Read the sentence. Write the word that completes the sentence. Read the sentence again.

I can sip *it*.

We like ___.

I can ___.

At Home:
Ask your child to read the sentences aloud.
**Comprehension: Character, Plot** *Duck on a Bike*

- Look at the top picture and describe what is happening.
- Draw a picture in the bottom box to show what happens next in the story.

**At Home:**
Ask your child to tell you about what happened in the story, *Duck on a Bike.*
Phonics: /t/, /i/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture of your favorite food.

At Home:
Use the cover of the Activity Book to talk about vocabulary words: fruits and vegetables.
Letter to Know

Listen and Read

Word to Know

to
Phonics: /n/n
Say the name of each picture. Write the letter that stands for the /n/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: Ask your child to name each picture and its beginning letter and sound.
Comprehension: Sequence *Apple Farmer Annie*
Cut out the pictures. Put them in order to show what happens first, next, and last in the beginning of the story. Tell what is happening in each picture.

At Home:
Ask your child to tell what Annie does first, next, and last in *Apple Farmer Annie*.
Comprehension: Sequence *Apple Farmer Annie*
Cut out the pictures. Put them in order to show what happens first, next, and last in the middle of the story. Tell what is happening in each picture.

At Home:
Ask your child to tell what Annie does first, next, and last in *Apple Farmer Annie.*
We go to the **picnic**.

I go to the **bakery**.

High-Frequency Word: *to*
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.
I go to the fruit stand.

I go to the market.
Phonemic Awareness: /n/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of nest.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as nest.
Phonics: Blending *n*

Blend the sounds and say the word. Read the sentence. Write the word. Read the sentence again.

At Home:
Ask your child to read the sentences aloud.
Comprehension: Sequence

Look at the pictures. Circle the picture that shows what happened first.

Look at the pictures. Circle the picture that shows what happened last.

At Home:
Ask your child to tell you what happened first, next, and last.
Phonics: /n/n
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture that begins with the letter n.
What’s New?

Letter to Know

Word to Know

Listen and Read

Big Book

Decodable Reader

have
Phonics: /k/ 
Say the name of each picture. Write the letter that stands for the /k/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: 
Ask your child to name each picture and its beginning letter and sound.
Name

Comprehension: Make Inferences
Look at the top picture. Then draw a line to the picture below that shows what the people are making.

At Home:
Ask your child to tell you a story about the pictures.
Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows where the people are going.

At Home:
Ask your child to tell you a story about the pictures.
I have a carrot.

I have a banana.

High-Frequency Word: have
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.

Unit 4: Food • Week 2
I have a muffin.

I have a cake.
Phonemic Awareness: /k/ (Camera)

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of camera.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as camera.
Phonics: Blending c
Blend the sounds and say the word. Write the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Make Inferences
Look at the top picture. Then draw a line to the picture below that shows what the people will buy.

At Home
Ask your child to tell you a story about the pictures.
Phonics: /k/c
Say the name of each picture. Write the letter below the picture if its name begins with the /k/ sound.

At Home:
Ask your child to name each picture that begins with the same sound as cat.
Letters to Know

Listen and Read

Words to Know

to  have

Read-Aloud
Trade Book

Decodable Reader
Phonics: /n/n
Say the name of each picture. Circle each picture whose name begins with the same sound as nest. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as nest.
Comprehension: Make Inferences Yoko

Look at the top picture. Draw a line to the picture below that shows what the characters are going to do.

At Home:
Ask your child to tell you a story about the pictures.
Vocabulary: Fruits and Vegetables
Name the food in each row. Circle the foods that are the same color.

At Home:
Ask your child to name each food. Then ask your child to tell you how the circled foods are the same.
I have to sleep.

High-Frequency Words: to, have
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I have to wash.

I have to read.
Phonemic Awareness: /k/

Look at the pictures. Say the name of each item. Draw a line from the item to the cat if its name begins with the same sound you hear at the beginning of cat.

At Home:
Ask your child to point to and name all the items that begin with the same sound as cat.
Phonics: Blending n, c
Blend the sounds and say the word. Write the word. Then circle the picture that goes with the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Make Inferences

Look at the top picture. Then draw a line to the picture below that shows where the animals will go.

At Home:
Ask your child to tell you a story about the pictures.
Phonics: /n/n, /k/c
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture of your favorite animal.
Letter to Know

Listen and Read

Word to Know

is
Phonics: /o/
Say the name of each picture. Write the letter that stands for the /o/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Make Predictions  *Mama Cat Has Three Kittens*

Look at the picture. Draw a picture to show what you think might happen next.

**At Home:**
Ask your child to talk about each picture.
Vocabulary: Position Words
Circle the cat that is *behind* the lamp.
Draw a line under the bunny that is *under* the bed.
Draw a box around the puppy that is *on* the sofa.

At Home:
Ask your child to tell where each animal is in the picture.
A cat is in the hat.

A cat is in the pot.
A cat is in the box.

A cat is in the log.
Phonemic Awareness: /o/
Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of *octopus*.

At Home:
Ask your child to point to and name all the items that begin with the same sound as *octopus*.
At Home:
Ask your child to blend the sounds to read each word.

Phonics: Blending o
Look at the picture. Blend the sounds and say each word. Circle the word that goes with the picture. Write the word.
Comprehension: Make Predictions

Look at the picture. Draw a picture to show what you think might happen next.

At Home:
Ask your child to talk about his or her picture.
Phonics: /o/o
Say the name of each picture. Write the letter below the picture if its name begins with the /o/ sound.

At Home:
Ask your child to name each picture and identify the words that begin with the same sound as octopus.
What’s New?

- **Letter to Know**
  - Ff

- **Word to Know**
  - play

- **Listen and Read**
  - *Animal Babies ABC*
  - *Can It Fit?*
  - Big Book
  - Decodable Reader

Unit 5 • Week 2
Phonics: /f/
Say the name of each picture. Write the letter that stands for the /f/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Classify and Categorize *Animal Babies ABC*
Cut out the pictures. Name each animal. Sort them into groups of animals with fur and animals without fur. Then create your own sorting rule and sort the animals.

At Home:
Ask your child to name the animals and tell how he or she sorted them.
Comprehension: Classify and Categorize Animal Babies ABC
Use the picture on the back of each word to help you name the animal. Sort them into two groups.

At Home:
Ask your child to name the animals and tell how he or she sorted them.
We like to play.

High-Frequency Word: play
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
Phonemic Awareness: /f/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of fish.

At Home:
Ask your child to point to and name all the items that begin with the same sound as fish.
Phonics: Blending **f**
Blend the sounds and say the word. Write the word. Repeat the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Classify and Categorize

Look at the pictures. Draw an X on the picture that does not belong. Tell why it does not belong.

At Home:
Ask your child to tell you which picture does not belong in each row and why.
Phonics: /f/ sound

Say the name of each picture. Write the letter below the picture if its name begins with the /f/ sound.

At Home:
Ask your child to name each picture that begins with the same sound as fish.
Letters to Know

Oo

Ff

Listen and Read

Read-Aloud Trade Book

Decodable Reader

Words to Know

is

play
Phonics: /o/o
Say the name of each picture. Circle each picture whose name begins with the same sound as octopus. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as octopus.
Comprehension: Character, Plot *Mole and the Baby Bird*
Cut out the characters. Glue them on craft sticks. Use them to act out what happens in the story.

At Home:
Ask your child to name the two characters in *Mole and the Baby Bird* and use them to act out the story.
Comprehension: Character, Plot *Mole and the Baby Bird*
Cut out the characters. Glue them on craft sticks. Use them to act out what happens in the story.

At Home:
Ask your child to name the two characters in *Mole and the Baby Bird* and use them to act out the story.
Pat can play!

Can Tam Play?

High-Frequency Words: is, play
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
Tam is not in.

Pat is in.
Phonics: /f/ 
Say the name of each picture. Write the letter that stands for the /f/ sound you hear at the beginning of each word. Repeat the names aloud.

At Home: 
Ask your child to name each picture and its beginning letter and sound.
Phonics: Blending o,f
Blend the sounds and say the word. Write the word. Then circle the picture that goes with the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Character, Plot  *Mole and the Baby Bird*

Look at each picture. Tell what is happening. Circle the picture that shows what happened in the story.

At Home:
Ask your child to tell you what happened in the story, *Mole and the Baby Bird.*
Phonics: /o/o, /f/f

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture of a place in your neighborhood.
What’s New?

- **Letter to Know**
  - Hh

- **Word to Know**
  - are

- **Listen and Read**
  - Russ and the Firehouse
    - Big Book
  - Hat, Cap, Hat
    - Decodable Reader
At Home:
Ask your child to name each picture and its beginning letter and sound.

Phonics: /h/
Say the name of each picture. Write the letter that stands for the /h/ sound you hear at the beginning of the word. Repeat the names aloud.

1. [Picture of hat] [Picture of hand]

2. [Picture of horse] [Picture of hammer]

3. [Picture of chicken] [Picture of helmet]
Comprehension: Main Idea and Details *Russ and the Firehouse*

Look at each picture. Tell what you see. What are the pictures mainly about? What is the main idea of *Russ and the Firehouse*?

At Home:
Ask your child to tell you what is happening in the pictures.
Vocabulary: Sequence Words
Look at the pictures. Write 1, 2, and 3 to show what happened first, next, and last.

At Home:
Ask your child to tell you what happened first, next, and last.
We are in the house.

High-Frequency Word: are
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.

We are in the bag.
We are in the __________. 

We are in the __________.
Phonemic Awareness: /h/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of hat.

At Home:
Ask your child to point to and name all the items that begin with the same sound as hat.
Phonics: Blending h
Blend the sounds and say the word. Write the word. Repeat the word.

At Home:
Ask your child to blend the sounds to read each word.
At Home:
Ask your child to tell you what is happening in the pictures.

Comprehension: Main Idea and Details
Look at each picture. Tell what you see. What is each picture mainly about. Circle the picture that shows a girl mailing a letter.
1. Phonics: /h/
Say the name of each picture. Write the letter below the picture if its name begins with the /h/ sound.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
<th>Picture 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>hammer</td>
<td>towel</td>
<td>hay</td>
</tr>
</tbody>
</table>

2. At Home:
Ask your child to say the name of each picture that begins with the same sound as house.
Letters to Know

- Dd
- Rr

Words to Know

- for
- you

Listen and Read

- Big Book
- Decodable Reader

Unit 6: Neighborhood • Week 2

13
At Home: Ask your child to name each picture and its beginning letter and sound.

Phonics: /d/ 
Say the name of each picture. Write the letter that stands for the /d/ sound you hear at the beginning of each word. Repeat the names aloud.
Comprehension: Main Idea and Details *Bus Stops*

Look at the picture. Tell what you see. What is the picture mainly about? What is the main idea of *Bus Stops*?

**At Home:**
Ask your child to tell you what is happening in the picture.
Comprehension: Main Idea and Details  *Bus Stops*

Look at the picture. What is the picture mainly about? Circle the pickup truck. Draw a box around the bus stop sign.

At Home:
Ask your child to tell you what is happening in the picture.
I have a mat for you.

I have a hat for you.

High-Frequency Words: for, you
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I have a bat for you.

I have a cat for you.
Phonics: /r/
Say the name of each picture. Write the letter that stands for the /r/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
At Home:
Ask your child to blend the sounds to read each word.

Phonics: Blending d, r
Blend the sounds and say the word. Write the word. Repeat the word.
Comprehension: Main Idea and Details

Look at the pictures. Tell what you see. What is each picture mainly about? Circle the picture that shows a person helping.

At Home:
Ask your child to tell you what is happening in the pictures.
Phonics: /d/d, /r/r
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.

Unit 6: Neighborhood • Week 2
Letters to Know

Hh  Dd  Rr

Words to Know

are  for  you

Listen and Read

Read-Aloud Trade Book

Decodable Reader
At Home:
Ask your child to name each picture on the page that begins with the same sound as house.

Phonics: /h/h
Say the name of each picture. Circle each picture whose name begins with the same sound as house. Write the letter.
Comprehension: Retell *Alicia’s Happy Day*
Cut out the pictures. Work with a partner to retell the story. Use both sides of the picture to talk about the people and places in Alicia’s neighborhood.

At Home:
Ask your child to tell you what happens in the story, *Alicia’s Happy Day.*
Comprehension: Retell Alicia’s Happy Day
Cut out the pictures. Work with a partner to retell the story. Use both sides of the picture to talk about the people and places in Alicia’s neighborhood.

At Home:
Ask your child to tell you what happens in the story, Alicia’s Happy Day.
Are you sad?

I am happy for you.

Are You?

High-Frequency Words: are, for, you
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.

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Are you happy?

I am sad for you.
Name __________________________

1. Say the name of each picture. Write the letter if its name begins with the /d/ sound.
2. Say the name of each picture. Write the letter if its name begins with the /r/ sound.

**Phonics: /d/d, /r/r**
1. Say the name of each picture. Write the letter if its name begins with the /d/ sound.
2. Say the name of each picture. Write the letter if its name begins with the /r/ sound.

At Home:
Ask your child to name each picture and its beginning letter and sound.
1. Sam  
   ________________

2. cap  
   ________________

3. pan  
   ________________

Phonics: Blending *am, ap, an*
Blend the sounds and say the word. Write the word. Circle the picture that goes with the word.

At Home:  
Ask your child to blend the sounds to read each word.
Comprehension: Retell

Look at the pictures. Listen to the story. A bear and his mother go to the bakery. The bear wants a muffin. The bear eats the muffin. Circle the picture that shows the beginning of the story. Retell the story to a partner.

At Home:
Ask your child to retell the story to you.
Phonics: /h/, /d/, /r/ /r/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. 

At Home: Ask your child to name each picture and its beginning letter and sound.
Draw a picture of what you like to do on a rainy day.
What’s New?

Letter to Know

Ee

Words to Know

this do

Listen and Read

Big Book

Decodable Reader

A Rainy Day

Ed Can, Ted Can

Name

Unit 7: Weather • Week 1
Phonics: /e/  
Say the name of each picture. Write the letter that stands for the /e/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:  
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Main Idea and Details
Tell what is happening in each picture. Read the sentences. Circle the sentence that tells what the picture is mainly about.

1. At Home:
Ask your child to read the sentences and tell what the pictures are about.

We like to do this.
The cat can nap.

2. The cap is for Dad.
Ron is set to go.
Comprehension: Main Idea and Details
Tell what is happening in each picture. Read the sentences. Circle the sentence that tells what the picture is mainly about.

1. We can sip.
   Sam can pat the cat.

2. We can play on a mat.
   I have a hat for you.

At Home:
Ask your child to read the sentences and tell what the pictures are about.
I like to do this!

High-Frequency Words: this, do
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I can do this.
Phonemic Awareness: /e/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of egg.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as egg.
1. I am ___________________________.

2. I have a _________________________.

3. I am ___________________________.

Phonics: Blending e
Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence. Read the sentence again.

At Home:
Ask your child to read the sentences aloud.
1. The pup is for you.  
Tim can play and hop.

2. It is hot, hot, hot.  
Cam and Tom can play.
1. Phonics: /ə/ /e/

Say the name of each picture. Write the letter below the picture if its name begins with the /e/ sound.

At Home:
Ask your child to name each picture that begins with the same sound as egg.

2. Unit 7: Weather • Week I
What’s New?

- Letters to Know
  - Bb
  - Li

- Listen and Read
  - Big Book
  - Decodable Reader

- Words to Know
  - and
  - what
Phonics: /b/ 
Say the name of each picture. Write the letter that stands for the /b/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home: 
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Setting
Cut out the pictures of the girl. Tell what she is wearing and what weather she is dressed for. Then look at the two scenes at the top of the page. Tell what the weather is like. Glue the correct picture of the girl in each setting.

At Home:
Ask your child to tell what the girl is doing in each picture and what the weather is like.
Comprehension: Setting
Cut out the pictures of the girl. Tell what she is wearing and what weather she is dressed for. Then look at the two scenes at the top of the page. Tell what the weather is like. Glue the correct picture of the girl in each setting.

At Home:
Ask your child to tell what the girl is doing in each picture and what the weather is like.

Unit 7: Weather • Week 2
I see Cam and Sam.

I have a cap and a bat.
What can I do?

I can hit and run.
Phonics: /l/
Say the name of each picture. Circle each picture whose name begins with the same sound as leaf. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as leaf.
Bob Ben lot

1. I am Bob.

2. This is ________.

3. I like Ben a ________!

Phonics: Blending b, l
Blend the sounds and say the word. Read the sentence. Write the word to complete the sentence. Read the sentence again.

At Home:
Ask your child to read the sentences aloud.
Comprehension: Setting

Look at the picture on the left. Draw a line to the picture on the right that shows the correct setting.

At Home:
Ask your child to tell you what each animal is dressed to do.
Phonics: /b/, /l/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Letters to Know

Ee  Bb

Words to Know

this  do  and  what

Listen and Read

Bear Snores On
Read-Aloud Trade Book

Pat and Tip
Decodable Reader
Phonics: /e/ 
Say the name of each picture. Write the letter if its name begins with the /e/ sound. Repeat the names aloud.

1.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant</td>
<td>e</td>
</tr>
<tr>
<td>Fork</td>
<td>e</td>
</tr>
<tr>
<td>Arm</td>
<td>e</td>
</tr>
</tbody>
</table>

2.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Envelope</td>
<td>e</td>
</tr>
<tr>
<td>Doll</td>
<td>e</td>
</tr>
<tr>
<td>Exit</td>
<td>e</td>
</tr>
</tbody>
</table>

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Fantasy/Reality *Bear Snores On*

Look at each picture. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.

At Home:

Ask your child to tell what is happening in each picture and if it could really happen or if it is make-believe.
Vocabulary: Words That Compare

1. Circle the smallest sun.
2. Circle the tallest snowman.
3. Circle the longest sled.

At Home:
Ask your child to talk about the size of the objects in each row.
This is what I can do!

I can nap.

High-Frequency Words: this, do, and, what
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read
the book aloud to you.

Name ____________________________

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I can tap and tap.

This is what I can do!
Phonics: /b/, /l/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Phonics: Blending *ip, it*

Blend the sounds and say the word. Read the sentence. Write the word that completes each sentence. Read the sentence again.

At Home: 
Ask your child to read the sentences aloud.

1. __________
   Sid can __________.

2. __________
   Sid can __________.

3. __________
   Sid can __________.

Unit 7: Weather • Week 3
Comprehension: Fantasy and Reality

Look at each picture. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.

At Home:
Ask your child to tell what is happening in each picture and if it could really happen or if it is make-believe.
Phonics: /e/, /b/, /l/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.

1.
- [Image of a nest]
- [Image of a baseball]
- [Image of a lion]
- [Image of a bed]

2.
- [Image of a lemon]
- [Image of an envelope]
- [Image of a lamp]
- [Image of an elephant]
Draw a picture of a plant you see at school or home.

At Home:
Use the cover of the Activity Book to talk about vocabulary words: top, middle, bottom.
Letter to Know

Listen and Read

Words to Know

Little said
Phonics: /k/k
Say the name of each picture. Circle each picture whose name begins with the same sound as kite. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as kite.
Comprehension: Sequence *Oak Trees*

Look at the pictures. Write 1, 2, 3, and 4 to show how an oak tree grows. Cut out the pictures. Put them in correct order. Use the story to help you.

At Home:
Ask your child to tell you how an oak tree grows.
Comprehension: Sequence *Oak Trees*

Look at each word. Write 1, 2, 3, and 4 to show how an oak tree grows. Cut out each word card. Put them in correct order. Use the story to help you.

At Home:
Ask your child to tell you how an oak tree grows.

Unit 8: Plants • Week 1
Mom said, “I see a tree.”

I have a little acorn.
I have a little leaf.

I have a little branch.
Phonemic Awareness: /k/
Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear at the beginning of kite.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as kite.
Phonics: Blending with **ck**
Say the name of each picture. Write the letters that stand for the /k/ sound you hear at the end of the word. Blend the sounds and say the word.

At Home: Ask your child to blend the sounds to read each word.
Name ________________________________

1. 

Comprehension: Sequence
Look at the pictures in each row. Write 1, 2, and 3 to show what happened first, next, and last.

At Home:
Ask your child to tell you what happened first, next, and last.

2. 

Unit 8: Plants • Week 1
Phonics: /k/ /k/ck
Say the name of each picture. Write the letter k below the picture if its name begins with the /k/ sound. Write the letters ck below the picture if its name ends with the /k/ sound. Repeat the names aloud.

1.

____________________  ______________________  ______________________  ______________________

____________________  ______________________  ______________________  ______________________

2.

____________________  ______________________  ______________________  ______________________

____________________  ______________________  ______________________  ______________________

At Home:
Ask your child to name each picture. Have your child tell you whether each word begins or ends with the k sound.
What’s New?

- **Letter to Know**
  - Uu

- **Listen and Read**
  - Big Book: Seed Secrets
  - Decodable Reader: A Bud Is Up

- **Words to Know**
  - here
  - was
Phonics: /u/u
Say the name of each picture. Write the letter that stands for the /u/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Retell *Seed Secrets*
Cut out the pictures. Work with a partner and use the pictures to retell how seeds travel.

At Home:
Ask your child to use the pictures to retell how seeds travel in the story, *Seed Secrets.*
Comprehension: Retell *Seed Secrets*
Work with a partner and use the pictures to retell how seeds travel.

At Home:
Ask your child to use the pictures to retell how seeds travel in the story, *Seed Secrets.*
Was Kip Here?

Here is Kip!

High-Frequency Words: here, was
Read the book aloud to a partner.
Reread for fluency.

Was Kip here?

Take Home Book:
Ask your child to read
the book aloud to you.
Kip was here.

Was Kip here?
Phonemic Awareness: /u/

Look at the picture. Say the name of each item. Circle the item if its name begins with the same sound you hear in *umbrella*.

At Home:
Ask your child to point to and name all the items in the picture that begin with the same sound as *umbrella*.
Phonics: Blending *u*
Blend the sounds and say the word. Write the word. Repeat the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Retell

Look at the pictures and listen to the story. The two skunks see flowers. They each pick a bunch of flowers. They give the flowers to their mother. Retell the story to a partner.

At Home:
Ask your child to retell the story to you.
Phonics: /u/ 
Say the name of each picture. Write the letter below the picture if its name begins with the /u/ sound. Repeat the names aloud. 

At Home: 
Ask your child to name each picture that begins with the same sound as *umbrella*. 
What’s New?

- **Letters to Know**
  - Kk
  - Uu

- **Words to Know**
  - little
  - said
  - here
  - was

- **Listen and Read**
  - Read-Aloud Trade Book: *Sunflower House*
  - Decodable Reader: *Pick It, Kick It!*

Unit 8 • Week 3
Phonics: /k/ k
Say the name of each picture. Circle each picture whose name begins with the same sound as kite. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as kite.
Comprehension: Draw Conclusions

1. Look at the top picture. Draw a line to the picture below that shows where the dog is going.
2. Look at the top picture. Draw a line to the picture below that shows what the cat sees the next morning.

At Home:
Ask your child to tell a story about the pictures.
**Vocabulary: top, middle, bottom**

Point to the top, middle, and bottom shelves. Color the plant on the top shelf green. Color the plant on the middle shelf red. Color the plant on the bottom shelf blue.

**At Home:**
Ask your child to point to each plant and tell whether it is on the top, middle, or bottom shelf.
“I like it,” said Nick.

Here is a little apple.
It was a seed.

It is red.
Phonics: /u/  
Say the name of each picture. Circle each picture whose name begins with the same sound as *umbrella*. Write the letter.

1. 

2. 

3. 

At Home: 
Ask your child to name each picture on the page that begins with the same sound as *umbrella*.
Phonics: Blending u
Blend the sounds and say the word. Write the word. Repeat the word.

1. duck

2. sick

3. hop

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Draw Conclusions

1. Look at the top picture. Draw a line to the picture below that shows where the penguins are going.
2. Look at the top picture. Draw a line to the picture below that shows what the tigers will do.

At Home:
Ask your child to talk about what is happening in the pictures.
Phonics: /k/ /u/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Draw a picture of an amazing creature.

At Home:
Use the cover of the Activity Book to talk about vocabulary words: thin, fat, short, tall, big, small.
What's New?

Letters to Know

- Gg
- Ww

Words to Know

- she
- he

Listen and Read

- Big Book
- Decodable Reader

Unit 9 • Week 1

Unit 9: Amazing Creatures • Week 1
Phonics: /g/

Say the name of each picture. Write the letter that stands for the /g/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Classify and Categorize Beetles
Cut out the pictures. Sort the animals into groups of beetles and not beetles. Name the animals in each group.

At Home:
Ask your child to name the animals and tell how he or she sorted them.
Comprehension: Classify and Categorize Beetles
Use the pictures on the back to help you identify the animal name. Sort them into groups of insects and not insects.

At Home: Ask your child to name the animals and tell how he or she sorted them.
We can play.

He said, “I am big”.

High-Frequency Words: she, he
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
She said, "I am little".

What can we do?
Phonics: /w/ /w/
Say the name of each picture. Write the letter that stands for the /w/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Phonics: Blending w, g
Blend the sounds and say the word. Write the word. Then circle the picture that goes with the word.

At Home:
Ask your child to blend the letter sounds to read each word.
Comprehension: Classify and Categorize

Look at the pictures in each row. Draw an X on the animal that does not belong. Tell why it does not belong.

At Home:
Ask your child to tell you which animal does not belong and why.
Phonics: /g/, /w/
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.

At Home: Ask your child to name each picture and its beginning letter and sound.
What’s New?

Letters to Know

Words to Know

Listen and Read

Big Book

Decodable Reader

Name ________________________________

Unit 9 • Week 2

Unit 9: Amazing Creatures • Week 2

13
Phonics: /ks/x
Say the name of each picture. Write the letter that stands for the /ks/ sound you hear at the end of each word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its ending letter and sound.
Comprehension: Compare and Contrast *Fish Faces*

Look at each picture. Read each label. Cut out the labels and glue them below the correct fish. Tell how the fish are the same and different.

At Home:
Ask your child to read the label that tells about each fish. Talk about how the fish are the same and different.
Comprehension: Compare and Contrast *Fish Faces*

Look at each picture. Read each label. Cut out the labels and glue them below the correct fish. Tell how the fish are the same and different.

**At Home:**
Ask your child to read the label that tells about each fish. Talk about how the fish are the same and different.
It has spots.

Look at this fish.

High-Frequency Words: has, look
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.

© Macmillan/McGraw-Hill
It has big eyes.

Look at this fish.
Name ____________________________

Phonics: /v/v

Say the name of each picture. Circle each picture whose name begins with the same sound as van. Write the letter.

1. 

2. 

3. 

At Home:
Ask your child to name each picture on the page that begins with the same sound as van.

Unit 9: Amazing Creatures • Week 2
Phonics: Blending x, v

Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence. Read the sentence again.

1. She is a ____________.

2. This is a ____________.

3. He can ____________.

At Home:
Ask your child to read the sentences aloud.
Comprehension: Compare and Contrast

Look at each animal. Circle the two that are the same. Tell why they are the same.

At Home:
Ask your child to point to the animals that are different and tell you why they are not the same.
1. **Car:** x  
   **Number 6:**  
   **Violin:** v  
   **Cow:** x

2. **Ax:** v  
   **Fox:** v  
   **Volcano:** v  
   **Vase:** v

**Phonics: /ks/, /v/**  
Say the name of each picture. Write the letter x if its name ends with the /ks/ sound. Write the letter v if its name begins with the /v/ sound.

**At Home:**  
Ask your child to name each picture. Then have your child name each letter he or she wrote.
Letters to Know

- Gg
- Ww
- Xx
- Vv

Words to Know

- she
- he
- has
- look

Listen and Read

- Read-Aloud Trade Book: If the dinosaurs came back by Bernard Most
- Decodable Reader: Pat and the Vet by Amy Helfer, illustrated by Nathan Jarvis
### Phonics: /g/, /w/

Say the name of each picture. Write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.

#### At Home:
Ask your child to name each picture and its beginning letter and sound.

<table>
<thead>
<tr>
<th>1.</th>
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<tbody>
<tr>
<td><img src="image" alt="Chessboard" /></td>
<td><strong>Gg</strong></td>
<td><img src="image" alt="Watermelon" /></td>
</tr>
<tr>
<td></td>
<td><strong>g</strong></td>
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</tbody>
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<thead>
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<th>2.</th>
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<tbody>
<tr>
<td><img src="image" alt="Watch" /></td>
<td></td>
<td><img src="image" alt="Girl" /></td>
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<tr>
<th>3.</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Spiderweb" /></td>
<td></td>
<td><img src="image" alt="Goat" /></td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Comprehension: Fantasy and Reality

Look at the pictures. Circle the picture that shows something that could have really happened. Draw a line under the picture if it could not have happened.

At Home:
Ask your child to use the story to tell about the things dinosaurs could and could not have really done.
1. Circle the animal that is thin. Draw a line under the animals that are fat.

2. Circle the animal that is short. Draw a line under the animals that are tall.

3. Circle the animal that is big. Draw a line under the animals that are small.

**Vocabulary: Opposites**
1. Circle the animal that is thin. Draw a line under the animals that are fat.
2. Circle the animal that is short. Draw a line under the animals that are tall.
3. Circle the animal that is big. Draw a line under the animals that are small.

**At Home:**
Ask your child to name the opposites.
Rex has a towel.

High-Frequency Words: she, he, has, look
Read the book aloud to a partner. Reread for fluency.

Take Home Book: Ask your child to read the book aloud to you.
He can swim.

She is wet!
Name ______________________________________

1. 

[Image of axe] X

[Image of vase] V

2. 

[Image of volcano] X

3. 

[Image of violin] X

[Image of box] V

**Phonics: /ks/ X, /v/ V**

Say the name of each picture. Write the letter X if you hear the /ks/ sound at the end of the word. Write the letter V if you hear the /v/ sound at the beginning of the word.

**At Home:**
Ask your child to name each picture and its ending or beginning letter and sound.
Look at each picture. Blend the sounds and say each word. Circle the word that goes with the picture. Write the word.

1. wig, web

2. six, mix

3. vet, van

Phonics: Blending g, w, x, v

At Home: Ask your child to read each word aloud.
Comprehension: Fantasy and Reality

Look at the pictures. Circle the picture that shows something that might really happen. Draw a line under the picture that is make-believe.

At Home:
Ask your child to tell you why each picture is real or make-believe.
Phonics: /g/, /w/, /ks/, /v/
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning or end of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning or ending letter and sound.
Draw a picture of yourself doing something you learned in Kindergarten.
What’s New?

▶ Letters to Know

Jj  Qq

▶ Words to Know

with my

▶ Listen and Read

Big Book
Jeb Is Quick!
Decodable Reader

Name ____________________________
Phonics: /j/  
Say the name of each picture. Write the letter that stands for the /j/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:  
Ask your child to name each picture and its beginning letter and sound.
Comprehension: Use Illustrations  What Do You Know!
Look at the picture. Tell what is happening. Circle the animal that is eating a banana. Draw a box around the food that is green. Draw a line under the food that the rabbit might eat.

At Home:
Ask your child to tell you what is happening in the picture.
Comprehension: Use Illustrations

Look at the picture. Talk about what you see. Circle the item of clothing that has stars on it. Draw a box around the item of clothing that has buttons. Draw a line under the item of clothing that is blue.

At Home:
Ask your child to tell you about the picture.
I can play with you!

I can play with my top.

High-Frequency Words: with, my
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
I can play with my fan.

I can play with my bat.
Phonics: /kw/ qu

Say the name of each picture. Write the letters that stand for the /kw/ sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letters and sound.
Phonics: Blending *qu, j*

Blend the sounds and say the word. Read the sentence. Write the word that completes the sentence.

1. I can **quack**.

2. I am ___________.

3. I like ___________.

At Home: Ask your child to read the sentences aloud.
Comprehension: Use Illustrations
Look at the picture. Tell what is happening. Circle the animal riding a red bike. Draw a line under the animal wearing a blue T-shirt. Draw a box around the first animal.

At Home:
Ask your child to talk about what is happening in the picture.
1. **Phonics: /j/, /kw/**
Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter or letters and sound.
Letters to Know

Yy

Zz

Words to Know

me

where

Listen and Read

Big Book

Decodable Reader

Name ____________________________
Phonics: /y/y
Say the name of each picture. Circle each picture whose name begins with the same sound as yo-yo. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as yo-yo.
Comprehension: Cause and Effect Warthogs Paint
Use crayons to show each color. Cut out the paint cans and glue them to show the correct color each mixture makes. Tell what happens when colors are mixed together.

At Home: Ask your child to tell you what color each mixture makes.
At Home:
Ask your child to tell you what colors he or she used to make new colors.

Comprehension: Cause and Effect  Warthogs Paint
Use red, yellow, and blue crayons to color the rainbow. Tell what colors you mixed to get each color.

Red
Orange
Yellow
Green
Blue
Purple

Green!
Orange!
Purple!
He is with me.

Where is my pup?
Can you look with me?

Where is he?
Name ________________________________

1. _______ _______ _______ _______
   Fork, zipper, zebra

2. _______ _______ _______ _______
   Zoo, banana, zigzag

3. _______ _______ _______ _______
   Cucumber, zebra, guitar

Phonics: /z/ 
Say the name of each picture. Circle each picture whose name begins with the same sound as zebra. Write the letter.

At Home:
Ask your child to name each picture on the page that begins with the same sound as zebra.
Phonics: Blending y, z

Blend the sounds and say the word. Read the sentence. Write the word to complete the sentence. Read the sentence again.

1. I am ___ Zeb. ___

2. I can ___.

3. ___, I can! ___
**Comprehension: Cause and Effect**

1. Look at the pictures. The man’s actions will cause something to happen. Circle what will happen next.

2. Look at the pictures. The girl’s actions will cause something to happen. Circle what will happen next.

**At Home:**
Ask your child to tell you what is happening in the pictures.
Phonics: /y/ /z/

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.

At Home:
Ask your child to name each picture and its beginning letter and sound.
What’s New?

 Letters to Know

 Jj  Qq
 Yy  Zz

 Words to Know

 with  my  me  where

 Listen and Read

 Read-Aloud Trade Book

 Decodable Reader

 Unit 10 • Week 3

 Yes, Tip! Tug!

 by Amy Helfer
 illustrated by Nathan Jarvis

 Letters to Know

 Name ____________________________

 Words to Know

 with  my  me  where
Phonics: /j/, /kw/ qu

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter or letters and sound.
Comprehension: Setting *Turtle Splash!*

1. Look at the pictures. Circle the picture that shows animals in a forest setting.
2. Look at the pictures. Circle the picture that shows turtles in a pond setting.

**At Home:**
Ask your child to tell you about the setting of each picture.
Vocabulary: Number Words

Read each number. Count each set of objects. Circle the group of objects in each row that shows the number.

At Home:
Ask your child to count each set of objects.
She is here with me!

Kit is my pet.

High-Frequency Words: with, my, me, where
Read the book aloud to a partner.
Reread for fluency.

Take Home Book:
Ask your child to read the book aloud to you.
Where is Kit?

She can play with me.
Phonics: /y/, /z/
Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.
Phonics: Blending *un*

Blend the sounds and say the word. Write the word. Circle the picture that goes with the word.

At Home:
Ask your child to blend the sounds to read each word.
Comprehension: Setting
1. Look at the two pictures. Circle the picture that shows ducks at a picnic.
2. Look at the two pictures. Circle the picture that shows animals at an airport.

At Home: Ask your child to tell you the setting of each picture.
Phonics: /j/, /kw/, /y/, /z/
Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word. Repeat the names aloud.

At Home:
Ask your child to name each picture and its beginning letter and sound.

1. [Images of a quilt, a jacket, a coin, and a glass of orange juice]
2. [Images of a zigzag, a ball of yarn, a yellow crayon, and a zipper]

Name ____________________________