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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.

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>=</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>
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.

__________________________

__________________________

__________________________

__________________________

At Home: Look through magazines for interesting photographs. Ask your child to tell a story about one of the photographs.
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 Sequence Chart.

First

Next

Last

How does the Sequence Chart help you retell *I Can! Can You?*?
Look at the pictures. Write 1, 2, and 3 for each column of pictures to show the order in which things happen.
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?
Yes! You can hit a ball over the net!

Is it fun to play soccer?
Yes! You can kick a ball.

Is it fun to play golf, too?
Yes! You can hit a ball.

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>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>
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.

1. [Image of a bag]
   ____________________________
   ____________________________
   ____________________________

2. [Image of a fan]
   ____________________________
   ____________________________
   ____________________________

3. [Image of a sock]
   ____________________________
   ____________________________
   ____________________________

4. [Image of a man]
   ____________________________
   ____________________________
   ____________________________

5. [Image of a map]
   ____________________________
   ____________________________
   ____________________________

6. [Image of a house]
   ____________________________
   ____________________________
   ____________________________

7. [Image of a can]
   ____________________________
   ____________________________
   ____________________________

8. [Image of a bike]
   ____________________________
   ____________________________
   ____________________________

9. [Image of a mouse]
   ____________________________
   ____________________________
   ____________________________

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.

pig  kid  pin  sit

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 Sequence Chart.

First

Next

Then

Last

How does the Sequence Chart help you retell *How You Grew*?

**At Home:** Have your child use the chart to retell the story.
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. ________________________________
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?

<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>
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?
   ______________________________________
   ______________________________________
   ______________________________________

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 _________.

At Home: Have your child make up a story using some of the words from the box.
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. **g r a s s**
   ![grass]

2. **t r a c k**
   ![train]

3. **F r a n**
   ![children]

4. **b r i c k**
   ![brick]

5. **c r i b**
   ![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.

1. Rags can ____________ with me.

2. Can Rags ____________ in?

3. Rags is a ____________ pet.

4. Is ____________ for Rags?

5. Rags is ____________ my ____________.
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>
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</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](image)

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? __________
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
   ________________
As I read, I will pay attention to the punctuation.

Rosa got a new puppy.

“That is a good puppy,” said Rosa.

Rosa set a bowl on the floor.

“Come and drink,” said Rosa.

Rosa set a dish on the floor.

“Come and eat,” said Rosa.

Rosa got a leash for the puppy.

Comprehension Check

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

2. What things does a puppy need?

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A list is a series of things written in order.

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

Read the question. Draw a line to the answer.

1. What pet likes to nap?
2. What pet can sit?
3. What pet can wag?
4. What pet likes to play?

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

2. l i s t

3. b a n d

4. r i n k

**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.

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
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 sand now. 27
- Look at the park. We can not use the park. 29
- 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?

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</table>
Words in a poem often **rhyme**. Rhyming words begin with different sounds and end with the same sound.

\[
\begin{align*}
\text{map} & \quad \text{tap}
\end{align*}
\]

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.  
   ![a]  

2. Bill can ride now.  
   ![b]  

3. That is not Ann’s cat.  
   ![c]  

4. Yes, Jack can use help.  
   ![d]  

5. Jill can do very good tricks.  
   ![e]  

6. Pam can run and jump.  
   ![f]
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. p o t
2. h o g
3. b o x
4. t o p
5. f o x

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?
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*?

*At Home*: Have your child use the web to retell the story.
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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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.

1. Look at the big bear. Look at her cubs.
2. What can the two cubs do? They can play.
3. They can look for food to eat.
4. The cubs can rest. They take a long nap.
5. The cubs can play on the rocks.

Comprehension Check

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

<table>
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<td>Second Read</td>
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</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. [Illustration of a net]
2. [Illustration of a coin]
3. [Illustration of a bed]
4. [Illustration of a person]
5. [Illustration of the number 10]
6. [Illustration of a dress]

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.

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. __________________________________________________________________________

2. __________________________________________________________________________

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.

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

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.
**Comprehension Check**

1. What do we get from cows?
2. What do we get from hens?

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</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.
Practice

Name ________________________________

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.

At Home: Ask your child to write a sentence using one or two of the words in the box.
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*?
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 .

Frogs jump in and out of the pond.

go in and out, too.

Draw a picture to show what else lives in a pond.
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.

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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.

This bird lives in a park. It hops in the grass.

The bird used twigs to make a nest.

Look into the nest. What do you see?

This bird lives in the woods. It will peck a hole in the tree.

Comprehension Check

1. Where do some birds live?

2. What do some birds use to make a nest?

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</table>
A dictionary gives the meaning of words.

grand very big

mend to fix

ship a big

lamb a little

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. ____________________________

At Home: Together with your child, look up these words in the dictionary. Read the meanings and sample sentences. Ask your child to use one of the words in a sentence.
Use the words in the box to name each picture. Underline the letters that stand for the sounds sh and th.

<table>
<thead>
<tr>
<th>bath</th>
<th>thin</th>
<th>shell</th>
<th>fish</th>
<th>pen</th>
<th>lock</th>
</tr>
</thead>
</table>

1. ______

2. ______

3. ______

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

4. ______

5. ______

6. ______

At Home: Have your child use two of the words in sentences.
The letter **u** stands for the middle sound in *bus*.

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

1. **bun** **big**
2. **pot** **pup**
3. **ten** **tub**
4. **sun** **sad**
5. **bat** **bug**
6. **drip** **drum**

**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>
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<tr>
<th>The Fun Kids’ Band</th>
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<td>7.</td>
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<td>8.</td>
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How does the Retelling Chart help you visualize what happens in The Fun Kids’ Band?

At Home: Have your child use the chart to retell the story.
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.
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. **she’s**  

2. **That is** a big truck! **that’s**  

3. **Let us** run and jump. **let’s**  

4. Ted said **he is** playing the drum. **he’s**  

5. **It is** a dull rug. **it’s**

---

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.

Dan’s little sister sat under the tree, too.

Jim asked, “What do you want to do?”

Meg said, “I want to put on a show. Do you want to help me?”

Jim and Dan said, “Yes!”

Comprehension Check

1. What do the children want to do?

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

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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? __________________________
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.
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 Sequence Chart.

First

Next

Then

Last

How does the Sequence Chart help you visualize what happens in *On My Way to School*?

*At Home:* Have your child use the chart to retell the story.
Look at the pictures. Write what happens in each picture.

1. First, ______________________
   Next, ______________________
   Last, ______________________

2. First, ______________________
   Next, ______________________
   Last, ______________________

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?
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.

I. 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.

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

____________________________________________________

----------------------------------

_________________________ Kate,

____________________________________________________

----------------------------------

_________________________ 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>
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How does the Predictions Chart help you understand what happens in *Kate’s Game*?
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.
Look at the word: wave
Notice that the e is dropped when adding -ing or -ed.
wave + ing = waving    wave + ed = 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.

| 8 | You could pull a sled.          |
| 13| You could wave “Hello” to a friend. |
| 20| You could make a card for a friend and write “Hello.” |
| 31| Could you be a friend? Oh, yes! Oh, yes! |
| 40| 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?

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<td>Second Read</td>
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</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

At Home: Have your child write the long a words and underline the a and e in each word. Talk about the pattern.
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.

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<th>Sn</th>
<th>St</th>
<th>Sm</th>
<th>Sc</th>
<th>Sp</th>
<th>Sw</th>
</tr>
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</table>

1. ______amp

2. ______ap

3. ______ab

4. ______ock

5. ______ing

6. ______in

**At Home:** Take turns with your child choosing a word from the page and using it in a sentence.
Words to Know

When water care together
boy people girl

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 ____________.

At Home: Write the words boy, girl and people on cards. Look in magazines to find pictures to match each word.
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>
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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.

Comprehension Check

1. Why do people like holidays?

2. What did the boys and girls see at the parade?

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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
2. A ____________ is in the box.
   sniff
3. Do not ____________ on the spill!
   slip
4. I like to ____________ at the park.
   swing
5. A ____________ is under the log.
   slim
6. Look out for the ____________!
   skin
7. Mom made a _____________.
   list
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.

Main Idea

Detail

Detail

Detail

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

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

At Home: Have your child write a sentence using one of the -es words on the page.
As I read, I will pay attention to the questions.

What makes a shadow?

1. Sun makes light and light makes a shadow.
2. When the sun is out you can see your shadow. We would not see our shadows if the sun was not out.
3. This groundhog is coming out of its den.
4. The groundhog will see its shadow if the sun is out.

Comprehension Check

1. What makes a shadow?

2. When will a groundhog see its shadow?

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</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
   ____________________________
   ____________________________
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.

At Home: Help your child to make up a sentence for each word in the box.
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.

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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  My dog is running fast.
chop + ed = chopped  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?

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</table>
Read the chart.

<table>
<thead>
<tr>
<th>Tim’s Pets</th>
<th>Nan’s Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats ⌛️</td>
<td>cat ⌛️</td>
</tr>
<tr>
<td>mice 🐭</td>
<td>mice 🐭</td>
</tr>
<tr>
<td>dog ⌛️</td>
<td>dogs ⌛️</td>
</tr>
<tr>
<td>fish 🐟 🐟</td>
<td>fish 🐟 🐟</td>
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</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 = ______________________
Use the words from the box to complete the sentences.

say  says  about  give  read  were

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.

At Home: Have your child think of different sentences for the words in the box.
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>
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<tbody>
<tr>
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<td>2.</td>
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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
- girl
- pen
- animal
- bike
- book
- skate
- 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.
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
53 them on my computer.”

Comprehension Check

1. What are Grandpa and the boy doing?

2. How are Grandpa and the boy alike?

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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>
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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. _____

At Home: Talk with your child about three facts he or she has learned about birds.
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?

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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.

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

Name

At Home: Have your child think of one more long o, long i, and long a word.

Pelican Was Hungry
Book 1.4/Unit 4
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 ________________.
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
      work

5. work   finished

6. creation   to do a job
As you read *June Robot Cleans Up*, fill in the Conclusion Chart.

**Inference** → **Inference** → **Conclusion**

**Inference** → **Inference** → **Conclusion**

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?

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<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>
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**
2. **bate**
3. **flute**
4. **fine**
5. **cub**

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.

<table>
<thead>
<tr>
<th>door</th>
<th>Recycling Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk</td>
<td>newspaper</td>
</tr>
<tr>
<td>cans</td>
<td>plastic</td>
</tr>
<tr>
<td>glass</td>
<td></td>
</tr>
</tbody>
</table>

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.
The letters *ay* and *ai* stand for the **long a** sound.

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.
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.

**Blizzard**

- Different

**Thunderstorm**

- Alike

- 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.
Read the definitions.

- **block**: 1. An area between two streets: Sam lives on my **block**. 2. Something hard with flat sides: Put the toy **block** on top.
- **light**: 1. Not heavy: The empty bag was **light**. 2. Energy from the sun: The sun’s **light** was very hot.

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

At Home: Have your child think of another word that has multiple meanings.
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?

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<tr>
<td>Second Read</td>
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</tbody>
</table>
A telephone directory lists names, addresses, and telephone numbers.

<table>
<thead>
<tr>
<th>Family</th>
<th>Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vann</td>
<td>Jay</td>
<td>17 Elm Ave.</td>
<td>555-5436</td>
</tr>
<tr>
<td>Vann</td>
<td>Max</td>
<td>17 Elm Ave.</td>
<td>555-5436</td>
</tr>
<tr>
<td>Wade</td>
<td>Jake</td>
<td>245 Main St.</td>
<td>555-7401</td>
</tr>
<tr>
<td>Wade</td>
<td>Lon</td>
<td>29 Sunset Ave.</td>
<td>555-4269</td>
</tr>
<tr>
<td>Wade</td>
<td>May</td>
<td>9 Sunrise St.</td>
<td>555-9711</td>
</tr>
</tbody>
</table>

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.

At Home: Ask your child to look for compound words in a magazine or newspaper.
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
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>
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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. Jean ____.
   - works in a lab
   - is a vet
   - 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 asks the man to brush his dog’s teeth so that ____.
   - she will not have to pull any teeth
   - she can eat lunch
   - the dog can run faster

4. Jean did not eat lunch because she ____.
   - was not hungry
   - forgot
   - had no pets to take care of
As I read, I will pay attention to the punctuation.

How Far Down Did Sylvia Dive?
6 Sylvia did something that no one had done before her. She went 1,250 feet down into the ocean. That’s far!
25 Sylvia walked on the sea floor. Like the men who walked on the moon, she had an American flag with her.
46 Going down 1,250 feet was amazing.
51 But Sylvia knew she wanted to go deeper.
59 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?

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</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
   
At Home: With your child, write a silly sentence using any two words from this page.
Sometimes the letter \textit{y} stands for the long \textit{e} sound. \textit{happy}

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

1. What can you ride in? \underline{\hspace{2cm}}
   \textbf{buggy} \hspace{1cm} \textbf{jelly}

2. What can you spend? \underline{\hspace{2cm}}
   \textbf{muddy} \hspace{1cm} \textbf{penny}

3. What do you call a very small boy? \underline{\hspace{2cm}}
   \textbf{pony} \hspace{1cm} \textbf{baby}

4. What do you call a baby dog? \underline{\hspace{2cm}}
   \textbf{daisy} \hspace{1cm} \textbf{puppy}

5. What can you call a rabbit? \underline{\hspace{2cm}}
   \textbf{bunny} \hspace{1cm} \textbf{easy}

\textbf{At Home:} Have your child think of one more word that ends with the long \textit{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.
As you read *Little Rabbit*, fill in the Beginning, Middle, and End Chart.

**Beginning**

**Middle**

**End**

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

At Home: Ask your child to retell the story in the correct sequence and draw how the bunny looked when he got home.
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?

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<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
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</table>
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 y, change the y to i before adding es.

bunny  bunnies

Read the word under each sentence. Change the word by adding es. Then complete each sentence.

1. The twin ___________________ smiled at me.
   baby

2. Their ___________________ are full.
   tummy

3. Jenny ___________________ math every day.
   study

4. Tommy and Timmy are ___________________.
   buddy

5. The ___________________ at the pet store were so cute.
   puppy

At Home: Read one of the words that end in -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!
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. __________________________

Words to Know:
- 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>What Happens</td>
<td>Why It Could Not Happen In Real Life</td>
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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.

“Always stay together, class,” said Mrs. West.

“We don’t want anyone to get lost.”

The children stopped in one room. There were many paintings to see.

“Come look at this one, Zack,” said Mike.

Mike looked at the painting. There were people rowing boats on a lake. Mike saw that one boat had no one in it.

“I wish I could be in that boat,” Mike said.

The next thing Mike knew, he was in the boat!

Mike put the oars in the water and pulled.

Just then Mike heard Zack say,

“Come on Mike. let’s go.”

“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?

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Vocabulary Strategy: Dictionary

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.

At Home: As you read together, find two words your child doesn’t know. Work together to find the meanings of these words in the dictionary.
Adding the letter \( y \) to the end of some words makes a new word. Notice that \( y \) stands for the long \( e \) sound.

\[
snow + y = snowy
\]

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

1. The washcloth is __________.  
   ____________  soapy
   ____________  soap

2. The campfire is __________.  
   ____________  toasty
   ____________  toasty

3. The apple feels __________.  
   ____________  wax
   ____________  waxy

4. The baby is __________ today.  
   ____________  fuss
   ____________  fuss

5. The jigsaw puzzle is __________.  
   ____________  tricky
   ____________  tricky

At Home: Have your child circle all the \( y \) endings. Discuss what the base words are.
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.

a. head  b. never  c. should  d. ball
e. shout  f. laughter  g. meadow  h. 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.
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?

___________________________________________________________________________

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At Home: Have your child describe a problem at home or at school and the steps taken to solve it.
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?

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A verb is a word that shows action. When a verb has the ending –ed, the action happened in the past. The –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 now if it is something that is happening now. Write 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. ___________   

Vocabulary Strategy:
Word Parts

Watched
Packed
Milked
Climbed
Played
Inflectional Endings: –er, –est

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.

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  short i

tight  cry  mild  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.
Practice

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.

yard

does not complete the sentence.

1. We can play in the back _______________.
   
   ________________
   
   ________________
   
   **yarn**

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**

**At Home**: Challenge your child to write other **ar** words, such as **far**, **park**, **tar**, **bark**.
Use a word from the box to complete each sentence.

__________________________

__________________________ 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.

How does the Cause and Effect Chart help you better understand Kids’ Inventions?

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

**At Home:** Fold a piece of paper in half. Then have your child draw a cause on one half and an effect on the other half.
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

At Home: Think of two synonyms for funny. Write a sentence using funny. Say the sentence using the synonyms.
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.
92

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

2. How did the brothers fly their glider?

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A card catalog helps you find books in a library.

A: These numbers show where you can find the book in the library.
B: author’s name
C: the title of the book
D: what the book is about

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.

shark
scarf
park
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>
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<th>What You Know</th>
<th>Inferences</th>
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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,” said Jill’s mother. “Put on your shoes with the straps instead.” Then she left to do an errand.
25 Along came Jill’s sister, Molly. “Pretend the laces are snakes. Tie the snakes together, like this,” said Molly.
34 Jill kept getting her snakes tied in knots.
43 “Put on your sandals,” said Molly. “They do not have laces.”
50 Jill sat down and tried again. 86

Comprehension Check

1. What is Jill trying to do?

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

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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.*
If a verb ends in a **consonant + y**, change the **y** to **i** before adding **ed**.  
例：cry + 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
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](image1)  **girl**
   ![gull](image2)  **gull**

2. ![cot](image3)  **cot**
   ![curl](image4)  **curl**

3. ![fun](image5)  **fun**
   ![fern](image6)  **fern**

4. ![spur](image7)  **spur**
   ![spot](image8)  **spot**

5. ![hid](image9)  **hid**
   ![her](image10)  **her**

6. ![squirt](image11)  **squirt**
   ![squint](image12)  **squint**

**A Fruit Is a Suitcase for Seeds**

**Book 1.5/Unit 5**

**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.

animals beautiful crowded from part places tiny

Across

3. too many
4. pig, hen, seal
5. You can visit these.
6. not big

Down

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

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

<table>
<thead>
<tr>
<th>Classify and Categorize</th>
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<tbody>
<tr>
<td>One Seed</td>
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</table>

How does the Classify and Categorize Chart help you better understand *A Fruit is a Suitcase for Seeds*?
Cross out the word that does not belong 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
7. dog  bike  cat  bird
8. bad  nice  fine  good

Think of two more groups of three words that belong together. Write them on the line.

9. 
10. 

At Home: Ask your child to explain why a word is crossed out and why the other words go together.
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?

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**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 __________________________

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A Fruit Is a Suitcase for Seeds
Book 1.5/Unit 5

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.**

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**At Home:** Ask your child to think of more pairs of rhyming words.
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 h __ __ k

3. __ __
   s k __ __ t

4. __ __
   f __ __ n

5. __ __
   c __ __ n

6. __ __
   s c __ __ f

At Home: Ask your child to spell the name of each picture.
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 ____________________

father
children
tiny
suddenly
shout
part
animals
crowded
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.

At Home: Have your child write a sentence for each of the following words: town, proud, couch, and now.
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
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>
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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.
“Look, Sara!” Amy said. “Is it a Painted Lady?”
A butterfly landed on Amy.
“No,” I said. “A Painted Lady is orange.”
“No,” I said. “A Painted Lady doesn’t have black bands.”
“I have never been here before,” I said to a helper.
“Yes,” she said. “Search! You will find one.”
“There it is!” said Amy.
“No, it’s not,” I said. “A Painted Lady has black and white spots.”

Comprehension Check
1. What kind of butterfly are Amy and her friend hoping to find?
2. Does the butterfly have bands or spots?

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At Home: Help your child read the passage, paying attention to the goal at the top of the page.
**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!
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

At Home: Write the word parts above on separate cards and play a matching game with them.
A head tells what information is in a section of an article or story.

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

4. I guess they just like

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>
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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
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?

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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.

found  book  couch  frown  shook  wood
clown  crown  hook  round  good  hood

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?
As you read *Cool Jobs*, fill in the Classify and Categorize Chart.

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<tr>
<td>Jobs to Make Things</td>
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<td>Jobs That Help</td>
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How does the Classify and Categorize Chart help you better understand *Cool Jobs*?

*At Home:* Have your child use the chart to retell the story.
Sort the words into two groups.

- cow  girls  children  bear  men
- boys  frog  mother  snake  bird

**People**

**Animals**

At Home: Have your child add another item to each category.
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?

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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**

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**soon**

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**too**

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**roof**

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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 can’t use this to make a nest.
   What is it?  stand  straw

---

248  A Tiger Cub Grows Up  Book 1.5/Unit 6

**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>Compare and Contrast</th>
<th>Cub</th>
<th>Grown-up</th>
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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?

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An **inflected verb** is a verb with an ending. When you remove the **–ing** or **–ed** ending you are left with the base word.

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<th>inflected verb</th>
<th>base word</th>
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<td>splashed</td>
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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.
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.

At Home: Read the poem aloud. Then encourage your child to think of other fun words for the end of the first verse.
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

At Home: Sort the words into three groups: the same vowel sound as **Paul** and **crawl**; the same vowel sound as **look**; and the same vowel sound as **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.

![Cause and Effect Chart](image)

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?

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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.
Write a word from the box to complete each sentence. Then underline the letters in each word that stand for the vowel sound.

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<tr>
<th>toys</th>
<th>soil</th>
<th>coins</th>
<th>boy</th>
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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? __________________________
Read the words.
The letters **oi** and **oy** stand for the sounds in **soil** and **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**
Write the words from the box in the correct list.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>across</td>
</tr>
<tr>
<td>birds</td>
<td>circle</td>
</tr>
<tr>
<td>space</td>
<td>air</td>
</tr>
<tr>
<td>cub</td>
<td></td>
</tr>
<tr>
<td>Earth</td>
<td></td>
</tr>
</tbody>
</table>

Use each word in a sentence.

across       circle       air
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