

# JOURNEYS

## Practice Book Volume 1

Grade 1



HOUGHTON MIFFLIN HARCOURT  
School Publishers

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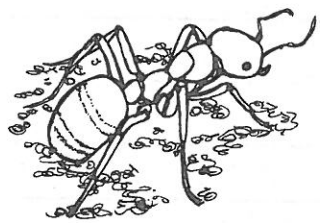

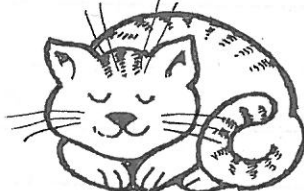



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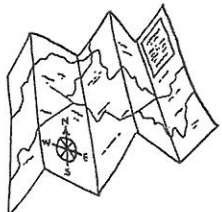

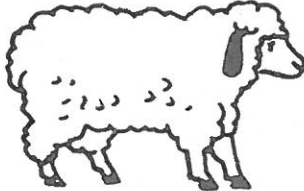

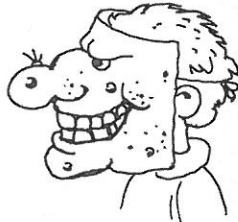



# Listen for the Short *a* and *m* Sounds

 Say each picture name. Listen for the short *a* sound. Write the letter *a* to show where you hear the short *a* sound.

<p>1. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>	<p>2. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>	<p>3. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>
--	--	--

 Say each picture name. Listen for the *m* sound. Write the letter *m* to show where you hear the sound for *m*.

<p>4. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>	<p>5. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>	<p>6. </p> <p>_____</p> <p>-----</p> <p>_____</p> <p></p>
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Name \_\_\_\_\_

High-Frequency Words

# Words to Know



Read the words in the box. Then read and finish the sentences.

Words to Know

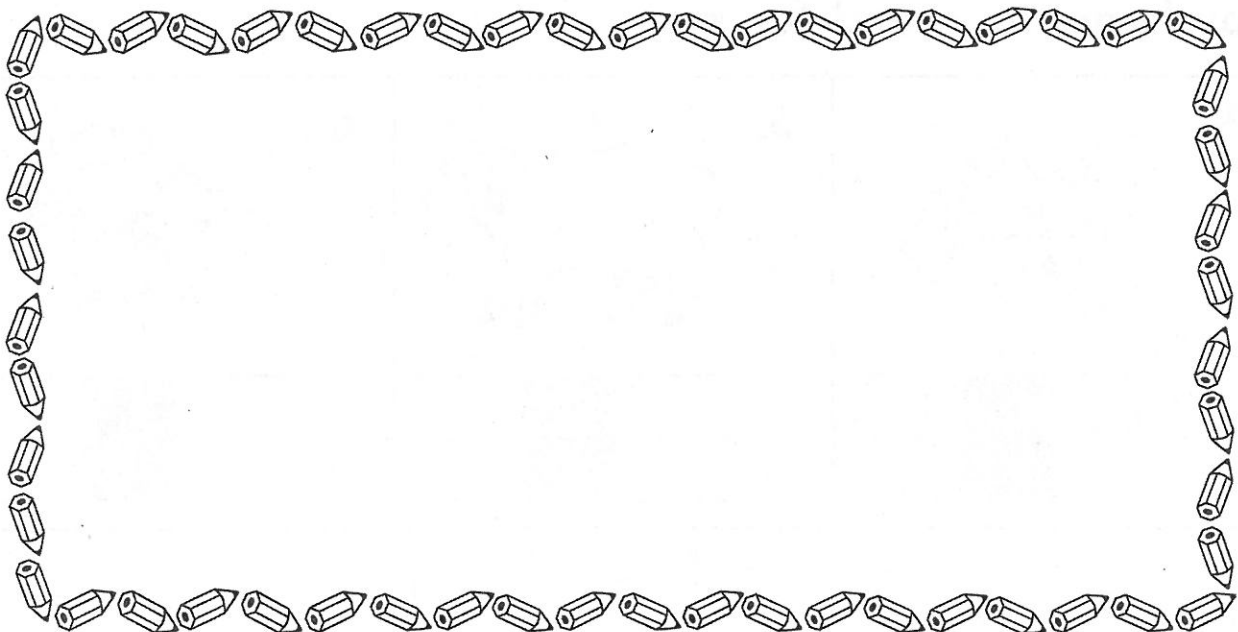
am I to like

I am \_\_\_\_\_


I like to \_\_\_\_\_


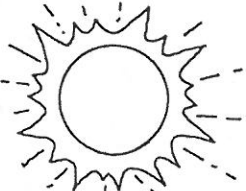
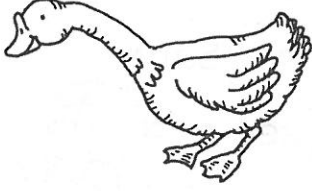



Draw a picture to go with your sentences.






# Listen for the *s*, *m*, and Short *a* Sounds

 Say each picture name. Listen for the /s/ sound. Write the letter *s* to show where you hear the sound for *s*.

<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

 Listen to each picture name. Listen for the sounds. Use the letters *s*, *a*, or *m* to write the picture name. Remember that a person's name begins with a capital letter.

<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

Name \_\_\_\_\_

# Words to Know

High-Frequency Words

Read the words in the box. Then read the story.


## Words to Know


a see the I to like

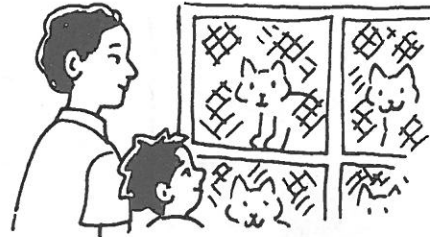
I am Sam.

I see a .

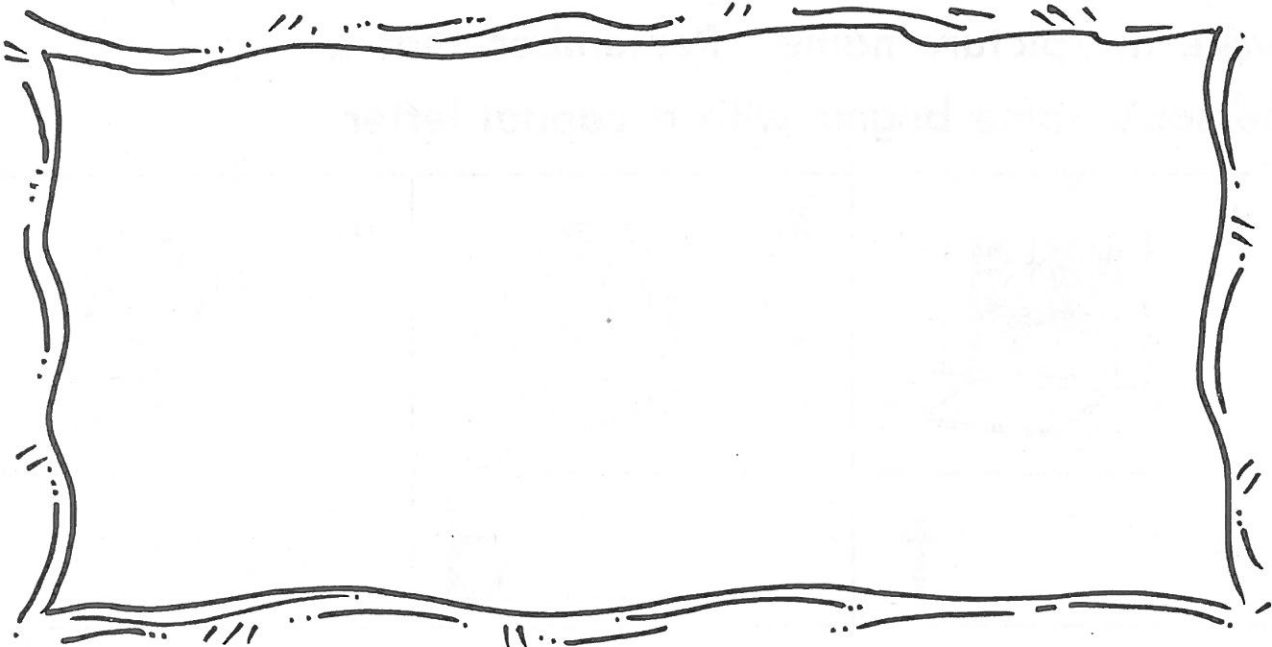
I like the .

I see a .

I like the .




Draw what will happen next in the story.

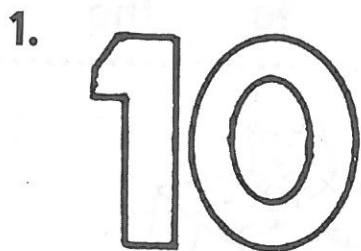




Name \_\_\_\_\_

# Listen for the *t*, *s*, *m*, and Short *a* Sounds

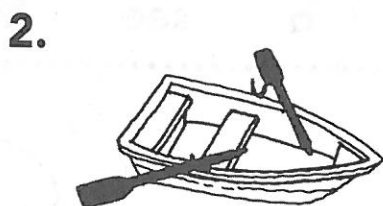
 Say each picture name. Listen for the *t* sound. Write the letter *t* to show where you hear the sound for *t*.



\_\_\_\_\_

-----

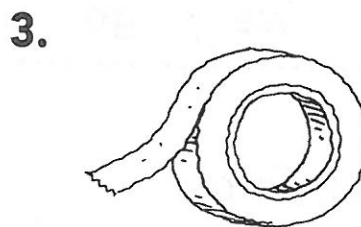
\_\_\_\_\_



\_\_\_\_\_

-----


\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

 Listen to each picture name. Listen for the sounds. Use the letters *t*, *s*, *a*, or *m* to write the name.

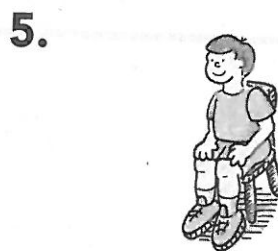


\_\_\_\_\_

-----

\_\_\_\_\_

**p**



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Words to Know

High-Frequency Words



Read the words in the box. Then read the story. Draw a line under the words that have short a.

## Words to Know

we go I a see like to the

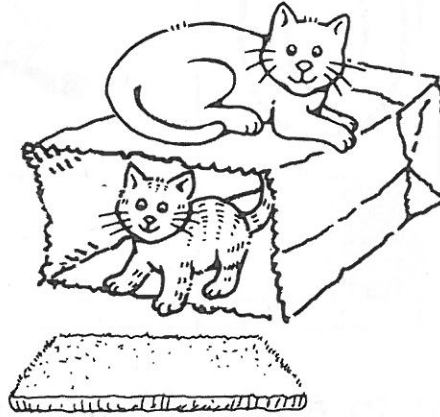
I am Tam.

I am Sam.

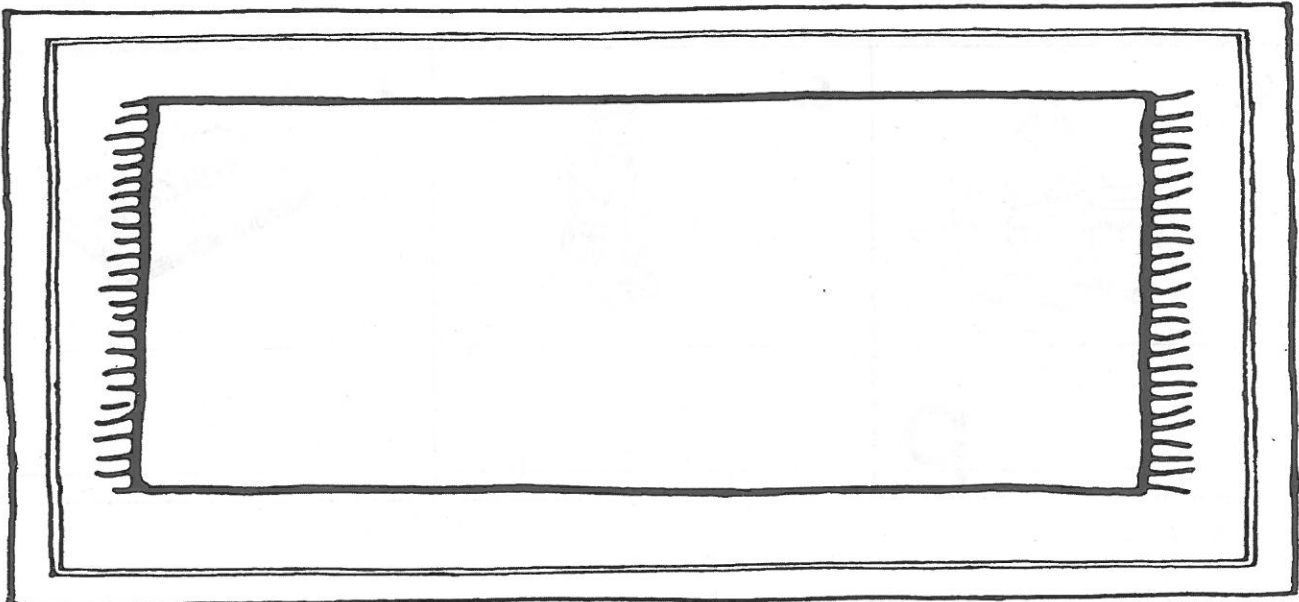
We see a mat.

We like the mat.


We go to the mat.



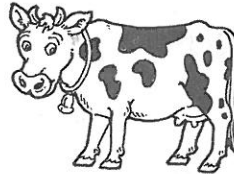
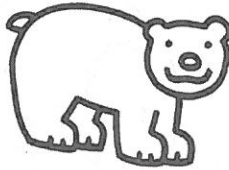
Draw what Sam and Tam will do next.




# Listen for the *c*, *t*, *m*, and Short *a* Sounds

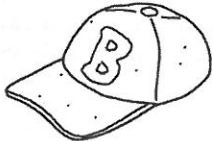
 Say each picture name. Listen for the sounds in the name. Color the pictures that begin with the same sound as cat.

1.



 Listen to each picture name. Listen for the sounds. Use the letters *c*, *t*, *a*, or *m* to write the picture name.

2.



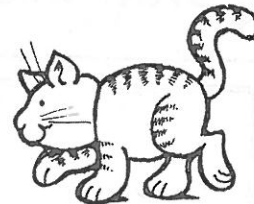
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ **p**

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ **n**

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Words to Know

High-Frequency Words



Read the words in the box. Then read the story. Draw a line under the words that have short a.

**Words to Know**

is are we go I a see like to the

We see Sam.

Sam is the cat.

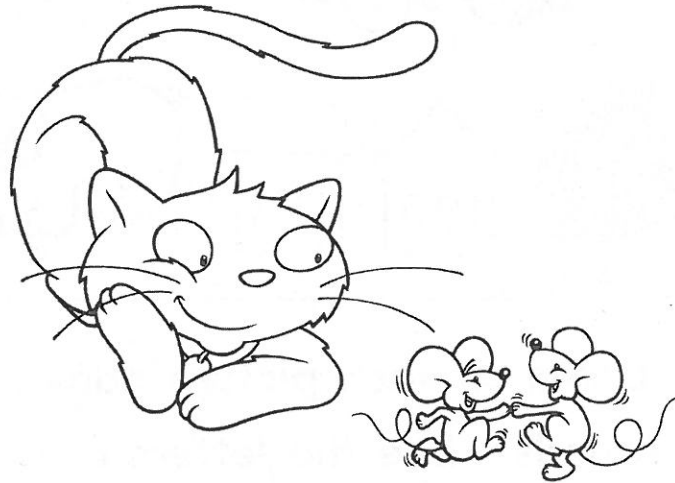
Am I a cat?

Is Cam a cat?

We are the .

We like Sam.


We go to see Sam!



Draw what will happen next in the story.

Name \_\_\_\_\_

# Letters and Sounds

 Trace and read the words. Draw a line from each word to its picture.

\_\_\_\_\_

mat ★

\_\_\_\_\_

cat ★

\_\_\_\_\_

sat ★



 Circle the words that rhyme with at.

at

cat

Tam

mat

Cam

Sam

am

sat

Name \_\_\_\_\_

# Words to Know

High-Frequency Words

Read the words in the box. Then read the story.

## Words to Know

a are go I like is see the to we

We are at the  .

We see a cat.

The cat is a  .

I like the cat.


We like to go to the  .



Think about places that you like to visit. Write about and draw your ideas.

I like to go to the \_\_\_\_\_.

# Words to Know

 Complete the sentences. Write a word from the box on each line.

**Words to Know**

with    help    and    you    play    be

1. Look at Cam \_\_\_\_\_ Sam.



2. What will this \_\_\_\_\_ ?



3. I like to \_\_\_\_\_ .



4. She can \_\_\_\_\_ .



5. Come \_\_\_\_\_ me, Sam!



6. \_\_\_\_\_ can go down.



Name \_\_\_\_\_

What Is a Pal?  
Phonics: Short a

# Words with Short a



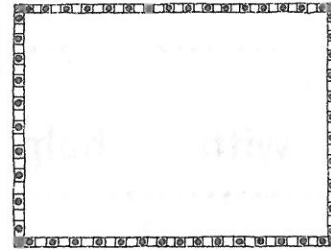
Write the missing letter. Read the word.

1.



\_\_\_\_\_  
-----  
\_\_\_ a t

2.



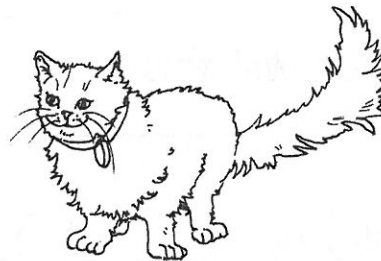
\_\_\_\_\_  
-----  
\_\_\_ a t

3.



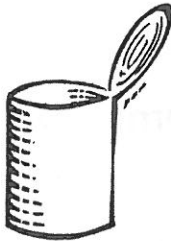
\_\_\_\_\_  
-----  
D \_\_\_ n

4.



\_\_\_\_\_  
-----  
c \_\_\_ t

5.



\_\_\_\_\_  
-----  
\_\_\_ a n

6.




\_\_\_\_\_  
-----  
S \_\_\_ m



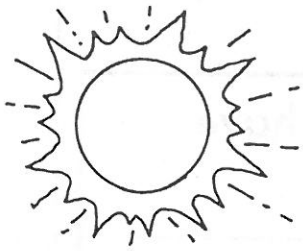
Name \_\_\_\_\_

# Consonants *s, n, d*

**What Is a Pal?**  
Phonics: Consonants *s, n, d*

 Name each picture. Think of the beginning sound. Write *s, n, or d*.

1.



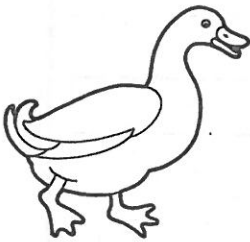
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



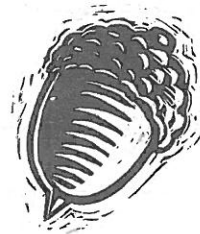
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.




\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Spelling Words with the Short a Sound

**What Is a Pal?**  
Spelling: Words with Short a

## Spelling Words

 Sort the words. Write the correct Spelling Words in each column.


- am
- at
- sat
- man
- dad
- mat

Words that have 2 letters	Words that have 3 letters
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Name \_\_\_\_\_

**What Is a Pal?**  
Grammar: Nouns

# Nouns for People

 Listen to the nouns in the Word Bank.  
Read along. Write nouns from the box to  
name the people in the picture.

## Word Bank

Pam  
fireman  
grandma  
dad



Name \_\_\_\_\_

# Giving Details

**What Is a Pal?**  
Writing: Writing About Us



Listen to the words in the Word Bank.

Read along. Add two details to this picture of two pals. Then write labels that tell who and what.

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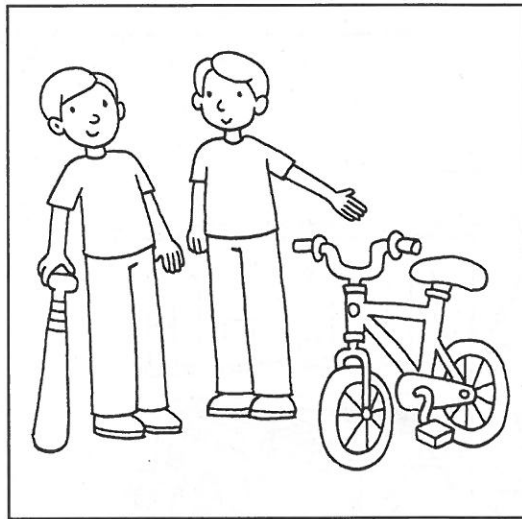
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## Word Bank

cap

bat

bike

boy

Sam


Tom

pads

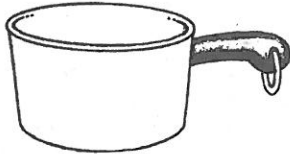
play

# Consonants *p, f*

**What is a Pal?**  
Phonics: Consonants *p, f*

 Name each picture. Think of the beginning sound. Write *p* or *f*.

1.



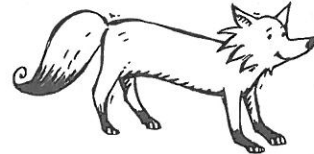
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



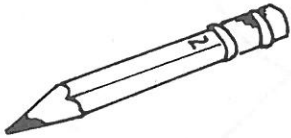
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



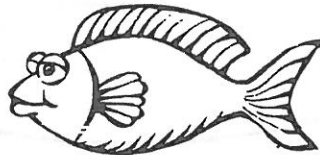
\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



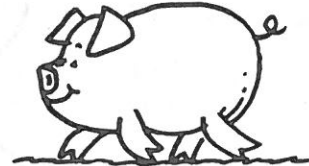
\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



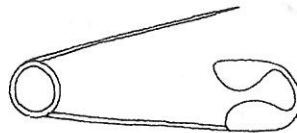
\_\_\_\_\_  
-----  
\_\_\_\_\_

7.



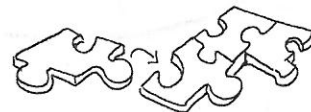
\_\_\_\_\_  
-----  
\_\_\_\_\_

8.



\_\_\_\_\_  
-----  
\_\_\_\_\_

9.




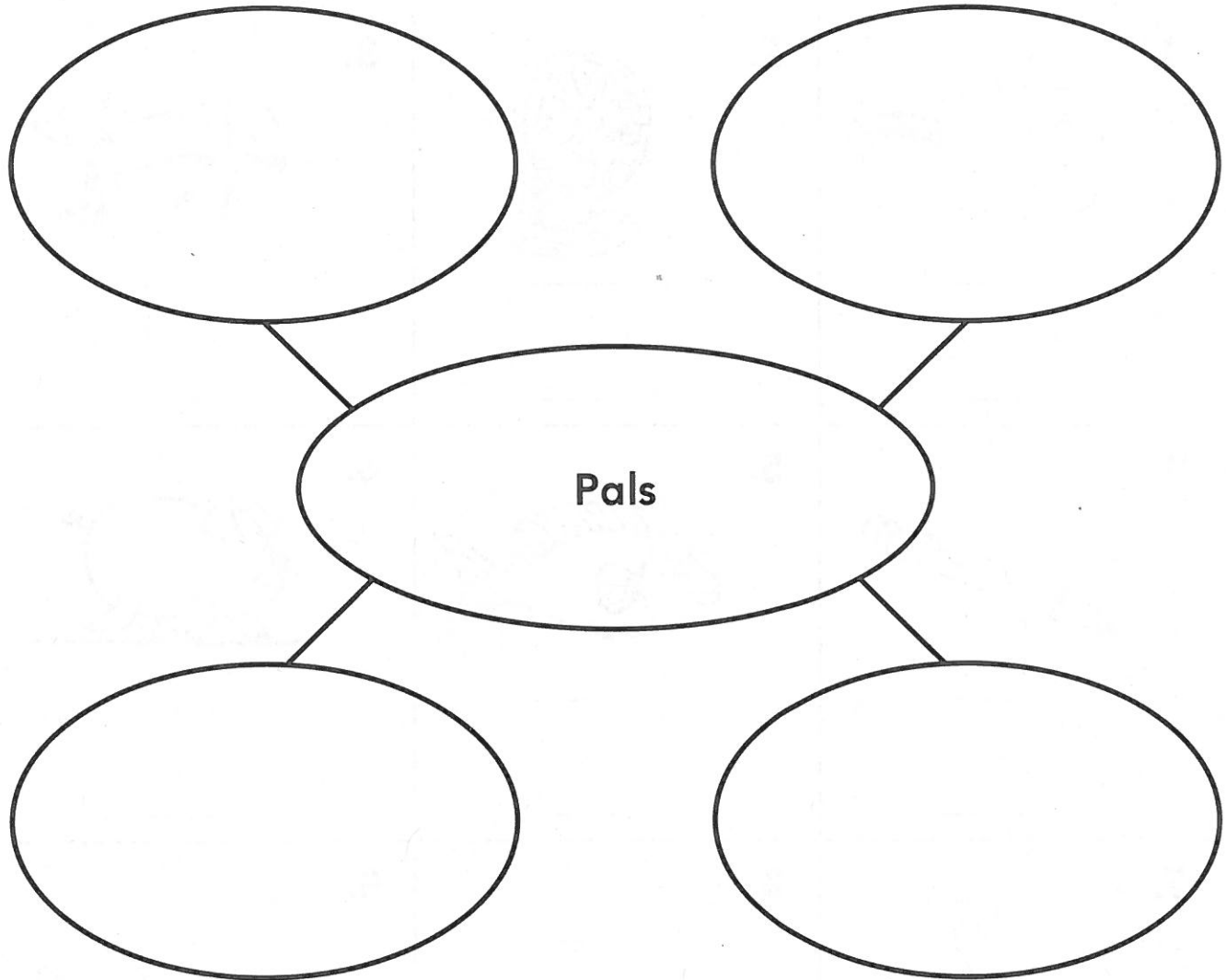
\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Main Idea

**What Is a Pal?**  
Comprehension: Main Idea

 The story is about pals. Write things from the story that tell about pals.



Name \_\_\_\_\_

# Spelling Words with the Short *a* Sound

**What Is a Pal?**  
Spelling: Words with Short *a*

## Spelling Words

am


at

sat

man

dad

mat

 Write the missing letter to complete each Spelling Word. Then write the word.

1. s \_\_\_\_\_ t

2. m \_\_\_\_\_ n

3. m \_\_\_\_\_ t

4. \_\_\_\_\_ t

5. d \_\_\_\_\_ d

6. \_\_\_\_\_ m

Name \_\_\_\_\_

What Is a Pal?  
Grammar: Nouns

# Words That Name Animals



Listen to the nouns in the Word Bank. Read along. Write a noun from the box to name each picture.

**Word Bank**

mouse  
bird  
dog  
cat  
bear

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.

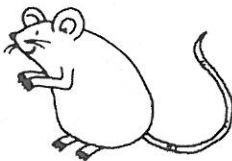


\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

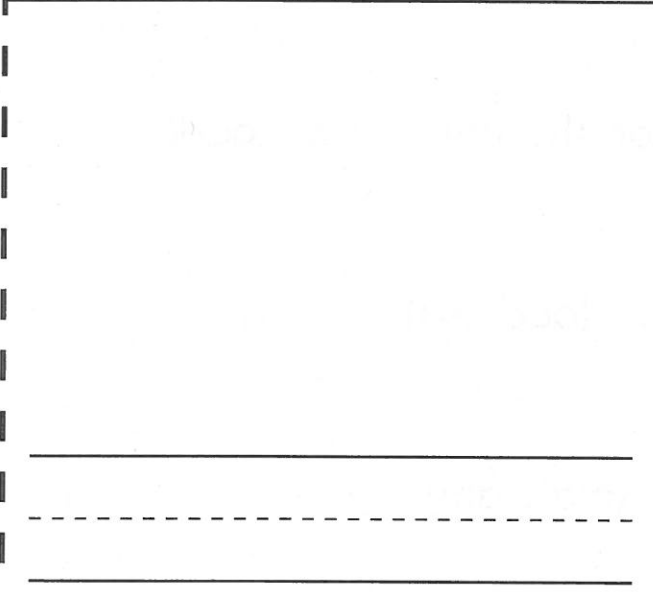
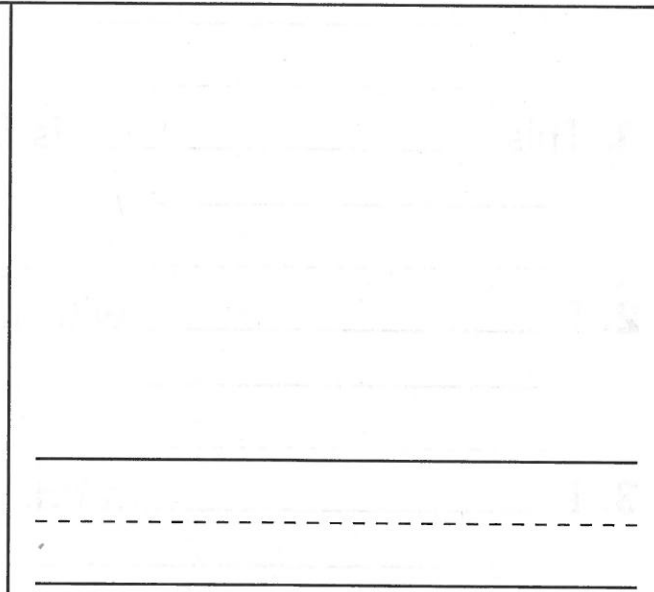
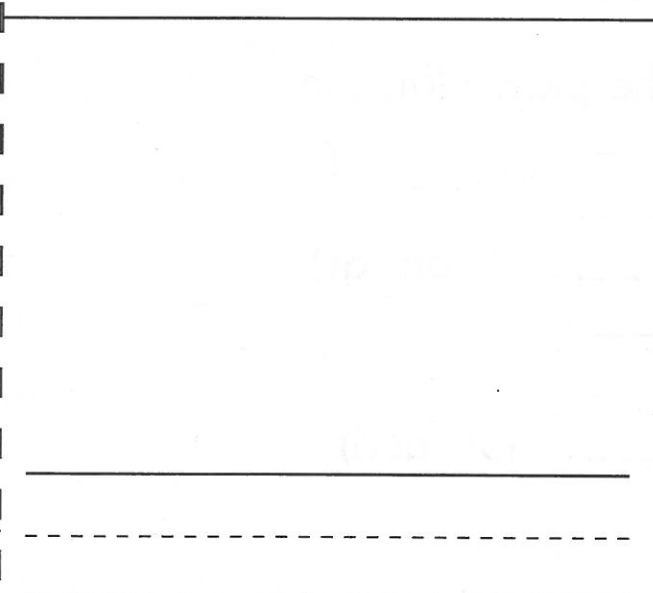
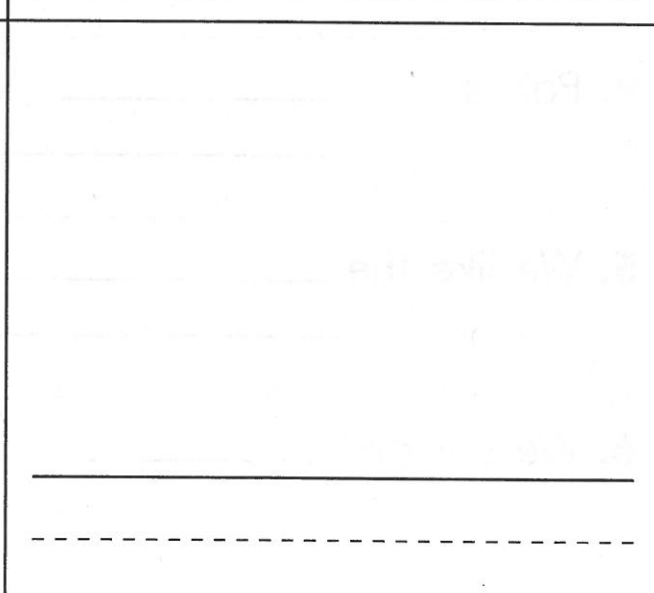
# My Pals

**What Is a Pal?**  
Writing: Writing About Us



Draw four pals. Show details that tell who and what.

**My Pals**

 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>



Write labels for your pictures.

# Spelling Words with the Short a Sound

**What Is a Pal?**  
Spelling: Words with Short a



Write the correct word to complete each sentence.

\_\_\_\_\_

-----

1. This \_\_\_\_\_ is for the cat. (mat, dad)

\_\_\_\_\_

-----

2. I \_\_\_\_\_ with it. (dad, sat)

\_\_\_\_\_

-----

3. I \_\_\_\_\_ mad. (mat, am)

\_\_\_\_\_

-----

4. Pat is \_\_\_\_\_ the play. (at, am)

\_\_\_\_\_

-----

5. We like the \_\_\_\_\_. (man, at)

\_\_\_\_\_

-----

6. We sat on \_\_\_\_\_. (at, dad)

Name \_\_\_\_\_

# Spiral Review



Circle the correct word in each box to name each person and pet.

1.



sam

Sam

al

Al

2.



Sal

sal

Gam

gam

3.



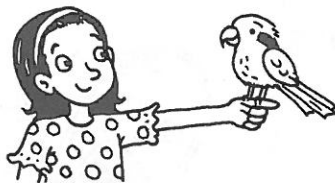
dan

Dan

cal

Cal

4.



Cam

cam

Mag

mag

Name \_\_\_\_\_

# Grammar in Writing

## What Is a Pal?

Grammar: Nouns for People and Animals

Words that name people and animals are called **nouns**. Use nouns to name people and animals when you write.



The boy smiles.

The dog runs.



Listen to the nouns in the Word Bank, and to the sentences. Read along. Look at the picture. Write nouns from the box to finish the sentences.

### Word Bank

dad  
girl  
cat  
boy

1. The \_\_\_\_\_ plays.

2. The \_\_\_\_\_ cooks.

3. The \_\_\_\_\_ helps.

4. The \_\_\_\_\_ sleeps.



Name \_\_\_\_\_

# Words to Know

## The Storm High-Frequency Words



Complete the sentences. Write a word from the box on each line.

**Words to Know**

he    look    have    too    for    what

1. I will \_\_\_\_\_ for the cat.



2. \_\_\_\_\_ is a good cat.

3. My dad will look, \_\_\_\_\_ .

4. He will help me look \_\_\_\_\_ the cat.

5. \_\_\_\_\_ is this?

6. I \_\_\_\_\_ the cat!

# Words with Short *i*

**The Storm**  
Phonics: Short *i*



Write the missing letter. Read the word.

1.



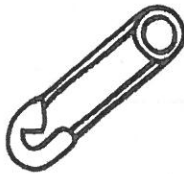
s \_ \_ t

2.



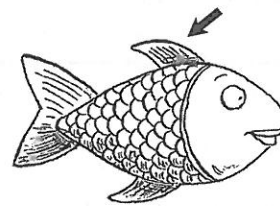
T \_ \_ m

3.



\_ \_  
p \_ \_ n

4.



\_ \_  
f \_ \_ n

5.



\_ \_  
s \_ \_ p

6.



\_ \_  
h \_ \_ t

Name \_\_\_\_\_

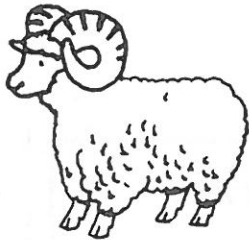
# Consonants *r, h, /z/s*

**The Storm**  
Phonics: Consonants *r, h, /z/s*



Write the missing letter. Read the word.

1.



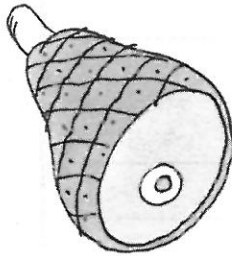
\_\_\_\_\_  
-----  
\_\_\_ a m

2.



\_\_\_\_\_  
-----  
h i \_\_\_\_\_

3.



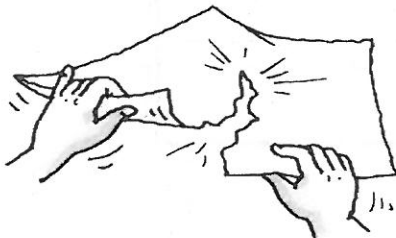
\_\_\_\_\_  
-----  
\_\_\_ a m

4.



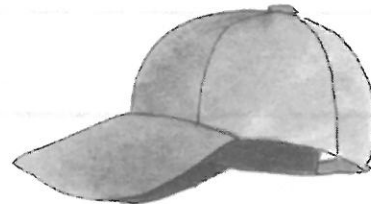
\_\_\_\_\_  
-----  
\_\_\_ a n

5.



\_\_\_\_\_  
-----  
\_\_\_ i p

6.




\_\_\_\_\_  
-----  
\_\_\_ a t

Name \_\_\_\_\_

# Spelling Words with the Short *i* Sound

**The Storm**  
Spelling: Words with Short *i*

## Spelling Words

 Sort the words. Write the correct  
Spelling Words in each column.

if  
is  
him  
rip  
fit  
pin

Words that have 2 letters	Words that have 3 letters
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----



Name \_\_\_\_\_

# Nouns for Places



Listen to the nouns in the Word Bank.

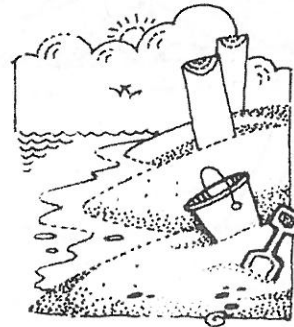
Read along. Write nouns from the box to name the places in the pictures.

## Word Bank

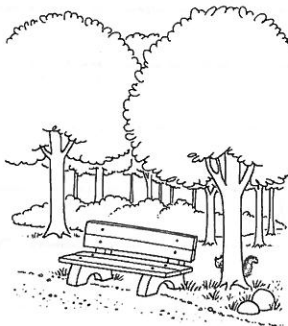
pool city beach park



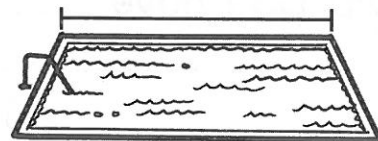
1. \_\_\_\_\_  
-----  
\_\_\_\_\_



2. \_\_\_\_\_  
-----  
\_\_\_\_\_



3. \_\_\_\_\_  
-----  
\_\_\_\_\_



4. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Details

**The Storm**  
Writing: Writing About Us



Listen to the words in the Word Bank.

Read along. Fill in each line to write captions for the picture. Choose words from the Word Bank or use your own.



## Word Bank

- vests
- paddles
- river
- boat
- flowers

\_\_\_\_\_

Mac is in the \_\_\_\_\_.

\_\_\_\_\_

Ma and Dad have \_\_\_\_\_.

\_\_\_\_\_

We will \_\_\_\_\_.

Name \_\_\_\_\_

# Consonants *b, g*

**The Storm**  
Phonics: Consonants *b, g*



Name each picture. Think of the ending sound. Write *b* or *g*.

1.



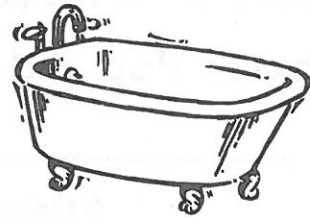
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



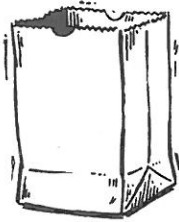
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



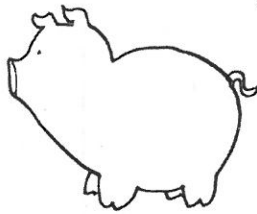
\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



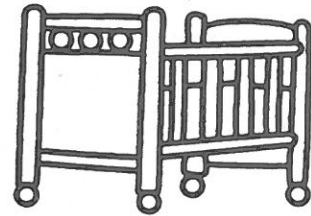
\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Understanding Characters

**The Storm**  
Comprehension: Understanding Characters



Write or draw things Pop said in the Speaking box. Write or draw things Pop did in the Acting box.

Speaking	Acting

Name \_\_\_\_\_

The Storm  
Spelling: Words with Short *i*

# Spelling Words with the Short *i* Sound



Write the missing letter to complete each Spelling Word. Then write the word.

## Spelling Words

- if
- is
- him
- rip
- fit
- pin

1. f \_\_\_\_\_ t

2. p \_\_\_\_\_ n

3. r \_\_\_\_\_ p

4. \_\_\_\_\_ f

5. h \_\_\_\_\_ m

6. \_\_\_\_\_ s

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

The Storm  
Grammar: Nouns

# Words That Name Things

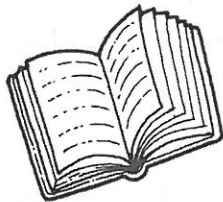


Listen to the nouns in the Word Bank. Read along. Write a noun from the box to name each thing.

## Word Bank

lamp  
milk  
door  
chair  
book

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3.

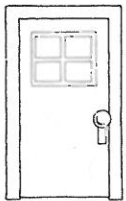


\_\_\_\_\_

-----

\_\_\_\_\_

4.

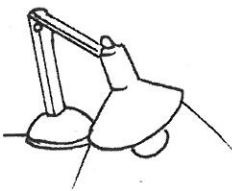


\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Planning My Caption

**The Storm**  
Writing: Writing About Us



Draw a picture of your family in a favorite place.

My Family



Write captions that tell about your picture.

---

---

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---

---

---

---

---

---

---

Name \_\_\_\_\_

# Spelling Words with the Short *i* Sound

**The Storm**  
Spelling: Words with Short *i*



Write the correct word to complete each sentence.

\_\_\_\_\_

-----

1. We play with \_\_\_\_\_ . (is, him)

\_\_\_\_\_

-----

2. What did you \_\_\_\_\_ ? (rip, if)

\_\_\_\_\_

-----

3. Kip \_\_\_\_\_ a pal. (is, him)

\_\_\_\_\_

-----

4. Do you have a \_\_\_\_\_ ? (pin, him)

\_\_\_\_\_

-----

5. Can the hat \_\_\_\_\_ ? (pin, fit)

\_\_\_\_\_

-----

6. Will you play \_\_\_\_\_ I do? (fit, if)



# Spiral Review



Draw a line under each complete sentence.

1. How will Tim be?

How Tim

2. sits with him

Pop sits with him.

3. Tim takes a sip.

a sip

4. sat at the bed

Rip sat at the bed.

5. Rip and Tim like to play.

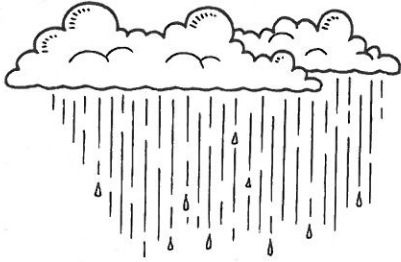
Rip and Tim

Name \_\_\_\_\_

# Grammar in Writing

**The Storm**  
Grammar: Nouns for Places  
and Things

Words that name places and things are called **nouns**. Use nouns to name places and things when you write.



The sky is cloudy. The rain falls down.



Listen to the nouns in the Word Bank. Read along. Write nouns from the box to finish the sentences.

**Word Bank**

door  
house  
dog  
milk

1. Tim will go in to the \_\_\_\_\_ .

\_\_\_\_\_

-----

2. Do you see the \_\_\_\_\_ mat?

\_\_\_\_\_

-----

3. He has a bit of \_\_\_\_\_ .

\_\_\_\_\_

-----

4. Now he will play with the \_\_\_\_\_ .

Name \_\_\_\_\_

# Words to Know



Complete the sentences. Write a word from the box on each line.

**Words to Know**

do find funny sing no they

1. Look at the \_\_\_\_\_ cat!

2. \_\_\_\_\_ like to help.

3. What will he \_\_\_\_\_ now?

4. Dan will \_\_\_\_\_ now.

5. \_\_\_\_\_, he did not see the cat.

6. We can \_\_\_\_\_ a mat for you.

Name \_\_\_\_\_

# Words with Short o

Curious George at  
School

Phonics: Short o




Name each picture. Color the pictures with short o.



Name \_\_\_\_\_

# Consonants /, x

Curious George  
at School  
Phonics: Consonants /, x

 Finish the rhymes. Write one of the words from the box on the line.

six      box



Look at the fox.

\_\_\_\_\_  
-----

It is on the \_\_\_\_\_.

lot      log



Bob did not jog.

\_\_\_\_\_  
-----

Bob sat on a \_\_\_\_\_.


Name \_\_\_\_\_

# Spelling Words with the Short o Sound

Curious George at School

Spelling: Words with Short o

## Spelling Words

 Sort the words. Write the correct Spelling Words in each column.

- log
- dot
- top
- hot
- lot
- ox

Words that rhyme	Words that do not rhyme
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

# Action Verbs




Listen to the verbs in the Word Bank.


Read along. Write verbs from the box to tell about the actions in the pictures.


## Word Bank

eat  
run  
drink  
draw

1.  \_\_\_\_\_  
-----  
\_\_\_\_\_

2.  \_\_\_\_\_  
-----  
\_\_\_\_\_

3.  \_\_\_\_\_  
-----  
\_\_\_\_\_

4.  \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Using Exact Nouns

Curious George  
at School  
Writing: Writing About Us



Draw two people at school. Show each one doing something different.



Listen to the words in the box. Read along. Write two sentences about your pictures. Tell what each person is doing.

Who

Action Verb

Exact Noun

---

---

---

Who

Action Verb

Exact Noun

---

---

---

ball	book	drum	fish	games
paper	piano	picture	song	teacher



Name \_\_\_\_\_

# Words with Inflection -s

 Name each picture. Write the word. Use words in the box.

sits    digs    pats    sips    bats    mops

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

6.



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**Curious George at  
School**

Comprehension: Sequence of  
Events

# Sequence of Events



Write in the chart the events that happen in the story. Tell what happens first, next, and last.

<b>First</b>
↓
<b>Next</b>
↓
<b>Last</b>

Name \_\_\_\_\_

Curious George at  
School

Spelling: Words with Short o

# Spelling Words with the Short o Sound



Write the missing letter to complete  
each Spelling Word. Then write the word.

Spelling  
Words

log  
dot  
hot  
top  
lot  
ox

1. l \_\_\_\_ t

2. l \_\_\_\_ g

3. h \_\_\_\_ t

4. \_\_\_\_ x

5. t \_\_\_\_ p

6. d \_\_\_\_ t

# More Words That Show Action



Listen to the verbs in the Word Bank. Read along. Write a verb from the box to name each action in the picture.

## Word Bank

- climb
- slide
- jump
- swing
- throw

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# Planning My Sentences



Write an action verb at the top of each box. Draw a picture to go with the verb.

<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>

# Spelling Words with the Short o Sound

**Curious George at  
School**  
Spelling: Words with Short o



Write the correct word to complete each sentence.

\_\_\_\_\_

-----

1. A \_\_\_\_\_ is not big. (hot, dot)

\_\_\_\_\_

-----

2. The \_\_\_\_\_ is big. (log, hot)

\_\_\_\_\_

-----

3. We have a \_\_\_\_\_ of cats. (lot, top)

\_\_\_\_\_

-----

4. Pam is at the \_\_\_\_\_. (dog, top)

\_\_\_\_\_

-----

5. Do you have a \_\_\_\_\_ pot? (hot, log)

\_\_\_\_\_

-----

6. Did you ever see an \_\_\_\_\_? (ox, hot)

Name \_\_\_\_\_

# Spiral Review



Draw a line under each correct statement.

1. We get the box.  
we get the box.

2. Bob can help  
Bob can help.

3. He will mix it.  
he will mix it.

4. We have fun.  
we have fun

5. We like to sing  
We like to sing.

Name \_\_\_\_\_

# Grammar in Writing

Words that tell what people and animals do are called **verbs**.

They run on the playground.



Circle the verb to finish each sentence.

Write the verb on the line.

\_\_\_\_\_

-----

1. Sal can \_\_\_\_\_ with a bat.  
hit fit

\_\_\_\_\_

-----

2. They \_\_\_\_\_ big bags.  
make sit

\_\_\_\_\_

-----

3. We \_\_\_\_\_ the dogs.  
go see

\_\_\_\_\_

-----

4. Bob and Meg \_\_\_\_\_ a cat.  
find hop



Name \_\_\_\_\_

# Words to Know



Complete the sentences. Write a word from the box on each line.

**Words to Know**

all      does      here      me      my      who

1. Lin is \_\_\_\_\_ pal.

2. Sam will come \_\_\_\_\_ to play.

3. He likes to play with \_\_\_\_\_ .

4. I will see \_\_\_\_\_ is there.

5. Sam \_\_\_\_\_ a funny trick.

6. We will take up \_\_\_\_\_ the mats.

Name \_\_\_\_\_

Lucia's Neighborhood  
Phonics: Short e

# Words with Short e



Circle the word that matches each picture.

1.



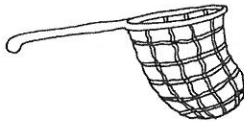
win web

2.



mat men

3.



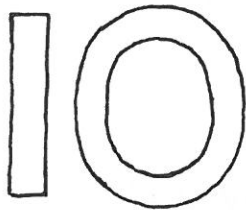
net can

4.



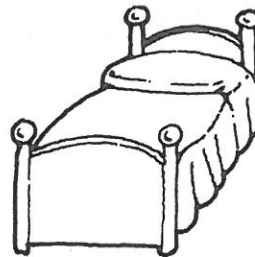
pen pin

5.



ten tin

6.




bad bed

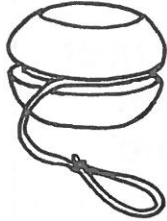
Name \_\_\_\_\_

Lucia's Neighborhood  
Phonics: Consonants y, w

# Consonants y, w

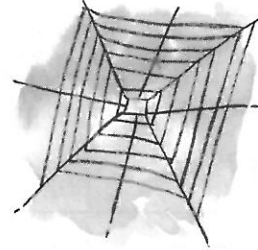
 Name each picture. Think of the beginning sound. Write y or w.

1.



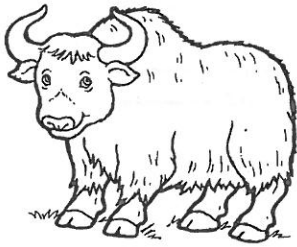
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



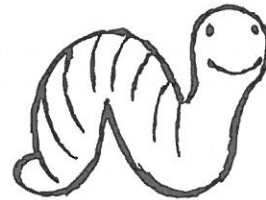
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



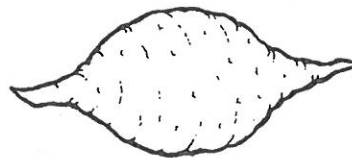
\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

Lucia's Neighborhood  
Spelling: Words with Short e

# Spelling Words with the Short e Sound



Sort the words. Write the correct Spelling Words in each column.

## Spelling Words

yet  
web  
pen  
wet  
leg  
hen

Words that rhyme with get	Words that rhyme with den	Words that do not rhyme
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

Name \_\_\_\_\_

Lucia's Neighborhood  
Grammar: Adjectives for Size  
and Shape

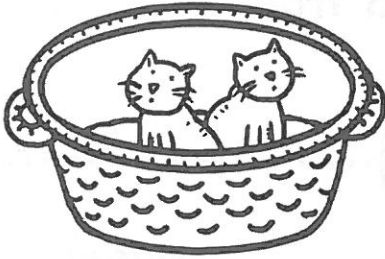
# Adjectives for Size



Listen to the adjectives. Read along.

Circle the adjective that describes what the picture shows. Write the adjective.

1.



small

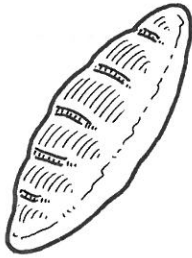
big

\_\_\_\_\_

-----

\_\_\_\_\_

2.



long

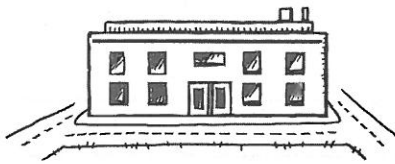
short

\_\_\_\_\_

-----

\_\_\_\_\_

3.



narrow

wide

\_\_\_\_\_

-----

\_\_\_\_\_

4.



short

tall

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Lucia's Neighborhood  
Writing: Writing About Us

# Using Words That Are Just Right



Cross out the word that is the same in each sentence. Listen to the words in the box. Read along. Write a better word from the box.

## Word Bank

busy

large

new

sweet

round

kind

square

tall

1. Our town has a good market.

---

---

---

2. Mom and I get good apples there.

---

---

---

3. We got a good cake for Dad.

---

---

---

4. The man that helps us is good.

---


---

---

Name \_\_\_\_\_

Lucia's Neighborhood  
Phonics: Consonants *k, v, j*

# Consonants *k, v, j*

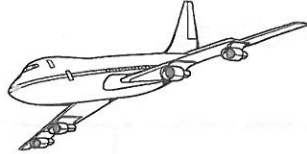
 Name each picture. Think of the beginning sound. Write *k, v, or j*.

1.



\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



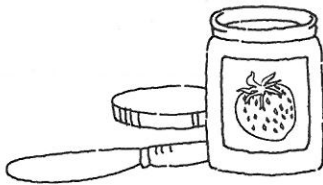
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



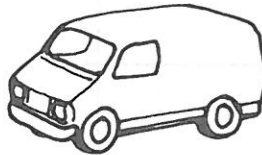
\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



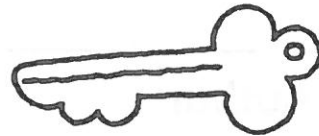
\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



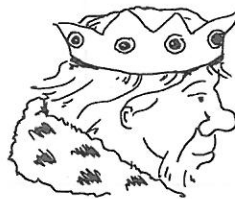
\_\_\_\_\_  
-----  
\_\_\_\_\_

7.



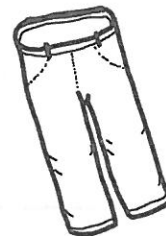
\_\_\_\_\_  
-----  
\_\_\_\_\_

8.



\_\_\_\_\_  
-----  
\_\_\_\_\_

9.



\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Text and Graphic Features

**Lucia's Neighborhood**  
Comprehension: Text and  
Graphic Features



Listen to the name of each feature and read along. Write something to tell the purpose of the feature.

Feature	Purpose
Title	
Author	
Photograph	
Caption	



Name \_\_\_\_\_

# Spelling Words with the Short e Sound



Write the missing letter to complete each Spelling Word. Then write the word.

## Spelling Words

- yet
- web
- pen
- wet
- leg
- hen

1. y \_\_\_\_\_ t

\_\_\_\_\_

-----

\_\_\_\_\_

2. h \_\_\_\_\_ n

\_\_\_\_\_

-----

\_\_\_\_\_

3. w \_\_\_\_\_ b

\_\_\_\_\_

-----

\_\_\_\_\_

4. l \_\_\_\_\_ g

\_\_\_\_\_

-----

\_\_\_\_\_

5. p \_\_\_\_\_ n

\_\_\_\_\_

-----

\_\_\_\_\_

6. w \_\_\_\_\_ t

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Lucia's Neighborhood  
Grammar: Adjectives

# Adjectives for Shape

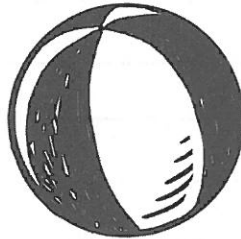


Listen to and follow the directions.

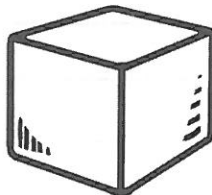
1. Circle the shape that is round.



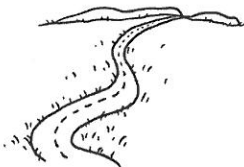
2. Circle the shape that is flat.



3. Circle the shape that is square.



4. Circle the shape that is curved.



Name \_\_\_\_\_

Lucia's Neighborhood  
Spelling: Words with Short e

# Spelling Words with the Short e Sound



Write the correct word to complete  
each sentence.

\_\_\_\_\_

-----

1. He is not here \_\_\_\_\_. (yet, web)

\_\_\_\_\_

-----

2. The \_\_\_\_\_ is big. (wet, hen)

\_\_\_\_\_

-----

3. My \_\_\_\_\_ is red. (pen, wet)

\_\_\_\_\_

-----

4. The dog is all \_\_\_\_\_. (wet, hen)

\_\_\_\_\_

-----

5. I can hop on my \_\_\_\_\_. (yet, leg)

\_\_\_\_\_

-----

6. I can see a \_\_\_\_\_. (wet, web)

Name \_\_\_\_\_

# Spiral Review



Circle the end mark in each sentence.

Then circle **statement** or **question**.

1. What can you find?

statement

question

2. I can find a fan.

statement

question

3. What will you do now?

statement

question

4. I will sing.

statement

question

5. Do you have a pet?

statement

question

6. Yes, I have a pet dog.

statement

question

Name \_\_\_\_\_

# Grammar in Writing

Words that describe people, animals, or things are called **adjectives**. Adjectives can describe size or shape.

The house is big. (size)

The truck is wide. (shape)



Listen to the adjectives in the Word Banks. Read along. Write on the line an adjective for size.

### Word Bank

long  
little

1. A leg is \_\_\_\_\_ .

2. A dot is \_\_\_\_\_ .



Write on the line an adjective for shape.

### Word Bank

flat  
round

3. A map is \_\_\_\_\_ .

4. A log is \_\_\_\_\_ .

Name \_\_\_\_\_

# Words to Know

Gus Takes the Train  
High-Frequency Words



Draw a line to the word that completes the sentence. Write the word on the line.

\_\_\_\_\_

-----

1. Tom will \_\_\_\_\_ the sled. **hold**

\_\_\_\_\_

-----

2. It was \_\_\_\_\_ to sit for a bit. **full**

\_\_\_\_\_

-----

3. All the bags are \_\_\_\_\_. **pull**

\_\_\_\_\_

-----

4. Mel has \_\_\_\_\_ pals. **friend**

\_\_\_\_\_

-----

5. Cam is my \_\_\_\_\_. **good**

\_\_\_\_\_

-----

6. Mom will \_\_\_\_\_ my books for me. **many**

Name \_\_\_\_\_

# Words with Short *u*

Gus Takes the Train  
Phonics: Short *u*



Write the missing letter. Read the word.

1.



\_\_\_\_\_  
-----  
p \_\_\_\_ p

2.



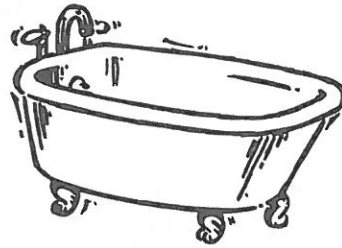
\_\_\_\_\_  
-----  
c \_\_\_\_ p

3.



\_\_\_\_\_  
-----  
m \_\_\_\_ d

4.



\_\_\_\_\_  
-----  
t \_\_\_\_ b

5.



\_\_\_\_\_  
-----  
f \_\_\_\_ n

6.



\_\_\_\_\_  
-----  
\_\_\_\_ p

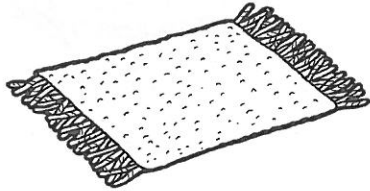
# More Words With Short *u*

**Gus Takes the Train**  
Phonics: Short *u*



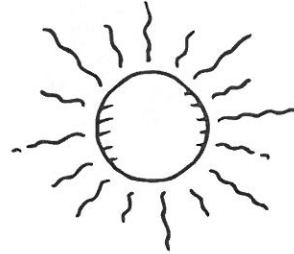
Write the missing letter. Read the word.

1.



\_\_\_\_\_  
-----  
\_\_\_ u g

2.



\_\_\_\_\_  
-----  
\_\_\_ u n

3.



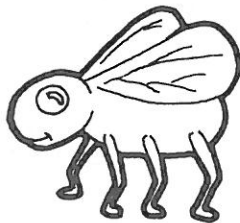
\_\_\_\_\_  
-----  
\_\_\_ u s

4.



\_\_\_\_\_  
-----  
\_\_\_ u t

5.



\_\_\_\_\_  
-----  
\_\_\_ u g

6.



\_\_\_\_\_  
-----  
\_\_\_ u n



Name \_\_\_\_\_

# Spelling Words with the Short *u* Sound



Sort the words. Write the correct Spelling Words in each column.

## Spelling Words

up  
bug  
mud  
nut  
hug  
tub

Words that rhyme	Words that do not rhyme
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

# Adjectives for Color

Gus Takes the Train  
Grammar: Adjectives



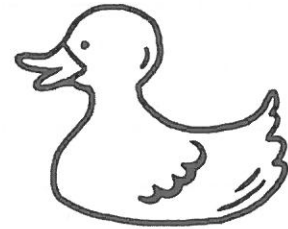
Listen to the directions. Read along.

Color each picture.

1. Color the cap blue.



2. Color the toy yellow.



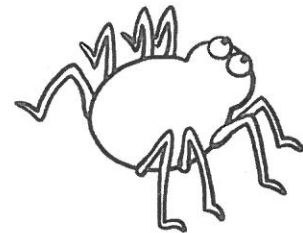
3. Color the ball orange.



4. Color the apple red.



5. Color the bug black.



Name \_\_\_\_\_

# Telling More

**Gus Takes the Train**

Writing: Writing About Us



Complete each sentence. Choose an adjective from the box to tell more.

big	many	ten	mad
bad	good	red	tan
sad	funny	hot	wet

1. Dad and I get on a bus.

\_\_\_\_\_  
-----

Dad and I get on a \_\_\_\_\_ bus.

2. We go to a park.

\_\_\_\_\_  
-----

We go to a \_\_\_\_\_ park.

3. We see a man with pets.

\_\_\_\_\_  
-----

We see a man with \_\_\_\_\_ pets.

4. Dad gets me a hat!


\_\_\_\_\_  
-----

Dad gets me a \_\_\_\_\_ hat!

Name \_\_\_\_\_

# Consonants *qu, z*

**Gus Takes the Train**  
Phonics: Consonants *qu, z*

 Name each picture. Think of the beginning sound. Write *qu* or *z*.

1.



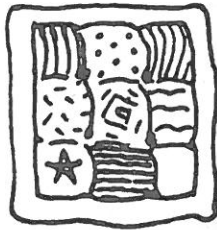
\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



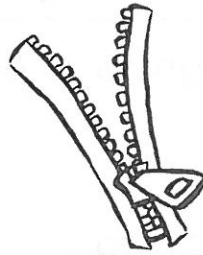
\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



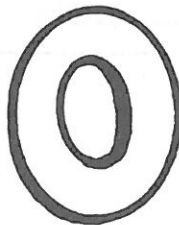
\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

**Gus Takes the Train**  
Comprehension: Story Structure

# Story Structure



Write or draw pictures to show the characters, setting, and plot of the story.

<b>Characters</b>	<b>Setting</b>
<p style="text-align: center;"><b>Plot</b></p> <p><b>Beginning</b></p>          <p><b>Middle</b></p>          <p><b>End</b></p>	

Name \_\_\_\_\_

# Spelling Words with the Short *u* Sound

**Gus Takes the Train**  
Spelling: Words with Short *u*

## Spelling Words

up  
bug  
mud  
nut  
hug  
tub



Write the missing letter to complete each Spelling Word. Then write the word.

1. n \_\_\_\_\_ t

2. b \_\_\_\_\_ g

3. m \_\_\_\_\_ d

4. \_\_\_\_\_ p

5. t \_\_\_\_\_ b

6. h \_\_\_\_\_ g

Name \_\_\_\_\_

# Adjectives for Number



Listen to the adjectives in the Word Bank. Read along. Write a word from the box to describe each picture.

## Word Bank

two

three

four

six

1.

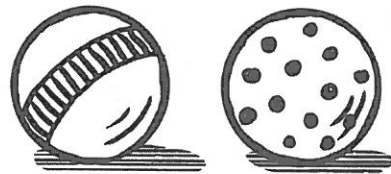


\_\_\_\_\_

-----

\_\_\_\_\_

2.

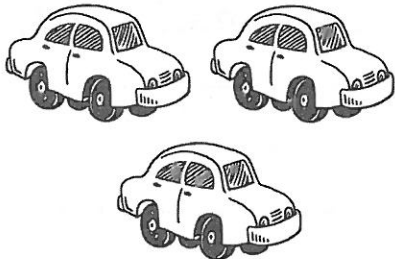


\_\_\_\_\_

-----

\_\_\_\_\_

3.

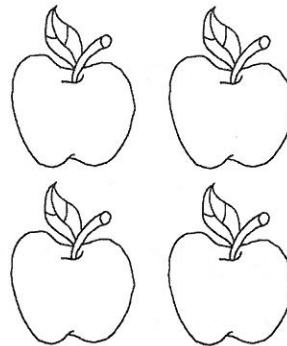


\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Spelling Words with the Short *u* Sound

**Gus Takes the Train**  
Spelling: Words with Short *u*



Write the correct word to complete  
each sentence.

\_\_\_\_\_

-----

1. Dad likes to \_\_\_\_\_ the cat. (up, hug)

\_\_\_\_\_

-----

2. A \_\_\_\_\_ is on my leg! (bug, hug)

\_\_\_\_\_

-----

3. Put the mat \_\_\_\_\_ on top. (nut, up)

\_\_\_\_\_

-----

4. I got wet in the \_\_\_\_\_. (tub, bug)

\_\_\_\_\_

-----

5. Do you have a \_\_\_\_\_ for me? (nut, mud)

\_\_\_\_\_

-----

6. The pig likes to play in the \_\_\_\_\_.  
(mud, hug)



Name \_\_\_\_\_

# Spiral Review



Circle the pronoun that can take the place of the underlined word or words. Then write the pronoun.

1. The box is full.

\_\_\_\_\_

-----

\_\_\_\_\_ is full.

It

They

2. Peg and Ned play.

\_\_\_\_\_

-----

\_\_\_\_\_ play.

She

They

3. Ted helps.

\_\_\_\_\_

-----

\_\_\_\_\_ helps.

He

It

4. Nan has fun.

\_\_\_\_\_

-----

\_\_\_\_\_ has fun.

They

She

Name \_\_\_\_\_

# Grammar in Writing

**Gus Takes the Train**  
Grammar: Adjectives for Color  
and Number

Words that describe people, places, animals, or things are called **adjectives**. Adjectives can describe color and number.

The train is black. The five seats are red.



Finish each sentence with an adjective for number. Use the Word Bank.

## Word Bank

one  
three

1. I see \_\_\_\_\_ flowers.



2. I see \_\_\_\_\_ cat.

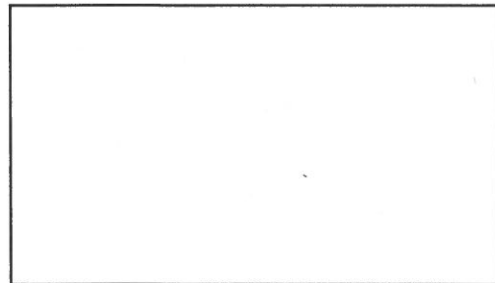


Listen to and follow the directions.

3. Draw two apples.  
Color the apples red.



4. Draw four bugs.  
Color the bugs black.



Name \_\_\_\_\_

# Words to Know



Fill in the blanks to complete the sentences.

Write a word from the box on each line.

**Words to Know**

hear

call

come

said

every

away

\_\_\_\_\_

-----

1. Does \_\_\_\_\_ dog like to play?

\_\_\_\_\_

-----

2. Mem \_\_\_\_\_ she did not see the dog.

\_\_\_\_\_

-----

3. Jack will \_\_\_\_\_ to help me.



\_\_\_\_\_

-----

4. Sam and Jill are far \_\_\_\_\_ .

\_\_\_\_\_

-----

5. Did you \_\_\_\_\_ the clock tick?

\_\_\_\_\_

-----


6. Von will \_\_\_\_\_ on me to sing.

Name \_\_\_\_\_

# Double Final Consonants and ck

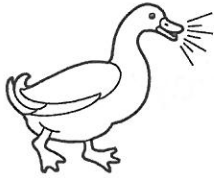
## Jack and the Wolf

Phonics: Double Final  
Consonants and ck

 Name each picture. Write the letters from the box that stand for the ending sound.

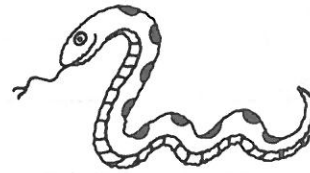
ck    gg    ll    ss

1.



q u a \_\_\_\_\_

2.



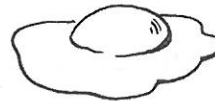
h i \_\_\_\_\_

3.



l o \_\_\_\_\_

4.



e \_\_\_\_\_

5.



d o \_\_\_\_\_

6.



s o \_\_\_\_\_

Name \_\_\_\_\_

Jack and the Wolf

Phonics: Double Final Consonants  
and ck

# Double Final Consonants and ck



Circle the letters to make the word that matches the picture. Write the letters.

1.



\_\_\_\_\_

b u \_\_\_\_\_

ck zz

2.



\_\_\_\_\_

t a \_\_\_\_\_

ss ck

3.



\_\_\_\_\_

p u \_\_\_\_\_

gg ff

4.



\_\_\_\_\_

m i \_\_\_\_\_

ss tt

5.



\_\_\_\_\_

h i \_\_\_\_\_

ss ll

6.



\_\_\_\_\_

d u \_\_\_\_\_

ll ck

Name \_\_\_\_\_

# Spelling Words with the Short *a* Sound

**Jack and the Wolf**

Spelling: Words with Short *a*

## Spelling Words



Sort the words. Write the correct Spelling Words in each column.

- an
- bad
- can
- had
- cat
- ran

Words that begin with a vowel	Words that begin with a consonant
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____

Name \_\_\_\_\_

# What Is a Sentence?

**Jack and the Wolf**  
Grammar: Complete Sentences



Draw a line under each sentence.

1. The friends play.
2. a cat
3. The dog runs.
4. sit



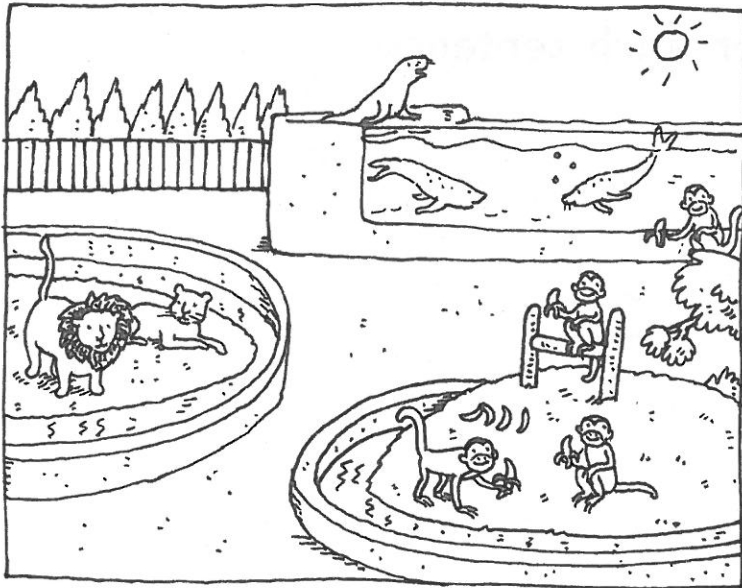
Draw lines to make sentences.

- |            |                 |
|------------|-----------------|
| 5. The hen | sits on a rock. |
| 6. Gram    | like to sing.   |
| 7. Jack    | sits on eggs.   |
| 8. We      | makes a doll.   |


Name \_\_\_\_\_

# Using Sense Words

**Jack and the Wolf**  
Writing: Write to Describe



deep  
hot  
loud  
small  
soft  
sunny  
sweet  
warm

 Listen to the sense words in the box and the sentences below. Read along. Write words from the box to finish the sentences about the picture.

1. The bananas smell \_\_\_\_\_ .

2. The lion's fur feels \_\_\_\_\_ .

3. The seal's bark sounds \_\_\_\_\_ .

4. The monkeys look \_\_\_\_\_ .



Name \_\_\_\_\_

# Short *a*, Double Final Consonants, and *ck*

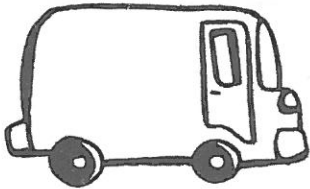
**Jack and the Wolf**  
Phonics: Short *a* Double Final Consonants, *ck*



Name each picture. Write words from the box.

fill      wag      yam      quick      van      neck

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.

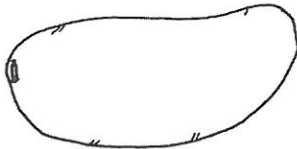


\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

6.



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Understanding Characters

**Jack and the Wolf**  
Comprehension: Understanding Characters



Use the chart to tell what Jack and his friends think and do.

Thinking	Acting

Name \_\_\_\_\_

# Spelling Words with the Short a Sound

## Spelling Words

an  
bad  
can  
had  
cat  
ran

 Write the Spelling Words that rhyme with man.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. \_\_\_\_\_  
-----  
\_\_\_\_\_

3. \_\_\_\_\_

 Write the Spelling Words that rhyme with dad.

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

 Write the Spelling Word that rhymes with sat.

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Is It a Sentence?

**Jack and the Wolf**  
Grammar: Complete Sentences



Draw a line under each sentence.

1. The dog naps.

naps

2. Tim and Jim

Tim and Jim run away.

3. the friends

The friends come to help.

4. The man sits down.

sits

5. sings

He sings.

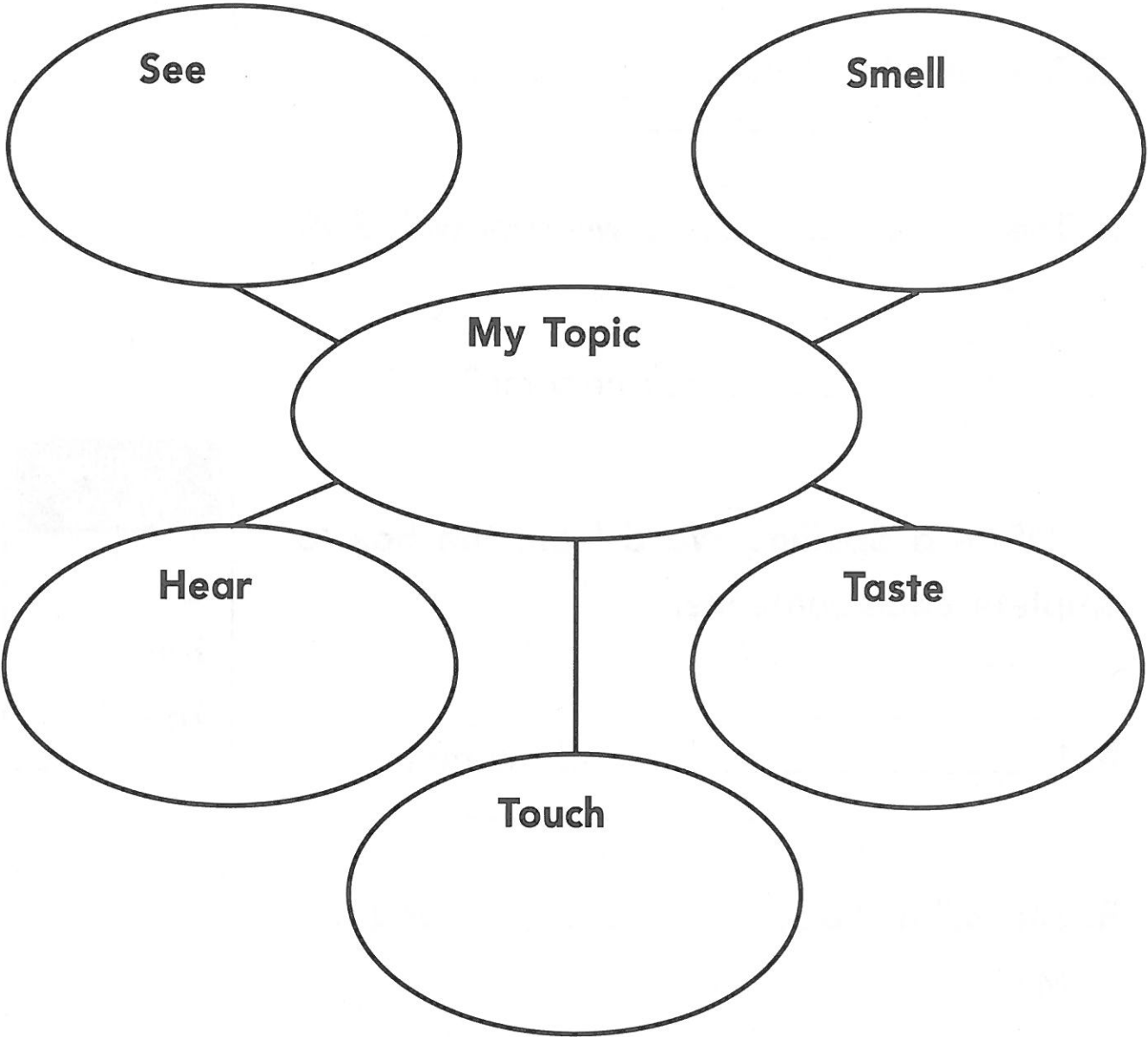
6. get up

The dog will get up.

# Planning My Sentences



Listen to the labels in the web and read along. Write and draw details that describe your topic. You do not have to write words for every sense.



Name \_\_\_\_\_

**Jack and the Wolf**  
Spelling: Words with Short *a*

# Spelling Words with the Short *a* Sound



Write a Spelling Word from the box to complete each sentence.

## Spelling Words

bad  
can  
cat

1. Does this hat look \_\_\_\_\_ ?

\_\_\_\_\_  
-----

2. The \_\_\_\_\_ will play with Jack.

\_\_\_\_\_  
-----

3. \_\_\_\_\_ you help me?



Write a Spelling Word from the box to complete each sentence.

## Spelling Words

an  
had  
ran

4. I \_\_\_\_\_ to find my mitt.

\_\_\_\_\_  
-----

5. She will make \_\_\_\_\_ egg for Meg.

\_\_\_\_\_  
-----

6. I \_\_\_\_\_ out to play.

Name \_\_\_\_\_

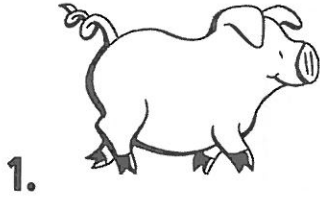
# Spiral Review



Listen to the nouns in the Word Bank.  
Read along. Write a noun from the box to  
name each picture.

## Word Bank

girl  
pig  
horse  
baby



\_\_\_\_\_

-----

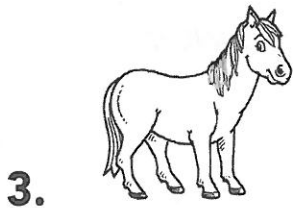
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Grammar in Writing

**Jack and the Wolf**  
Grammar: Complete Sentences

A sentence is a group of words. A sentence tells who or what. It also tells what someone or something does or did.

Sentence	Not a Sentence
All the ducks sit.	· sit
	all the ducks



Circle the two groups of words that are not sentences.

1. We have fun.

3. The dog runs away.

2. get mad

4. Jack



Add words to make the word groups you circled into complete sentences.

Write the new sentences.

\_\_\_\_\_

-----

5. \_\_\_\_\_

\_\_\_\_\_

-----

6. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Words to Know



Fill in the blanks to complete the sentences.

## Words to Know

animal

why

how

some

make

of

\_\_\_\_\_

1. Tell me \_\_\_\_\_ you like to sing.

\_\_\_\_\_

2. The bug can \_\_\_\_\_ a hut out of mud!

\_\_\_\_\_

3. Bob will go with \_\_\_\_\_ friends.

\_\_\_\_\_

4. He can tell you \_\_\_\_\_ to bat.

\_\_\_\_\_

5. Six \_\_\_\_\_ the bags are full.

\_\_\_\_\_

6. What \_\_\_\_\_ do you have as a pet?

Name \_\_\_\_\_

# Clusters with r

## How Animals Communicate

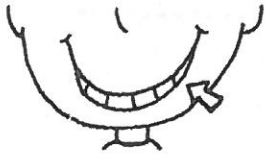
Phonics: Clusters with r



Name each picture. Write letters from the box to complete the word.

br cr dr gr tr

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i n

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i m

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i p

4.



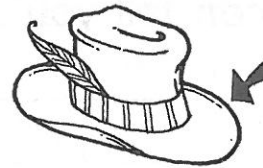
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i b

5.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i p

6.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_ i m

Name \_\_\_\_\_

# Clusters with r

**How Animals Communicate**  
Phonics: Clusters with r



Name each picture. Circle the letters that stand for the beginning sounds. Write the letters to make the word.

1.



fr cr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ a b

2.



pr tr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ a p

3.



pr fr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ o g

4.



gr pr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ i l l

5.



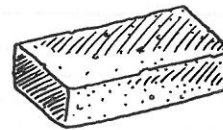
dr gr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ u m

6.



gr br

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ i c k

Name \_\_\_\_\_

**How Animals Communicate**  
Spelling: Words with Short *i*

# Spelling Words with the Short *i* Sound



Sort the words. Write the correct Spelling Words in each column.

## Spelling Words

in  
will  
did  
sit  
six  
big

Words that begin with a vowel	Words that begin with a consonant
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

# The Naming Part



Circle the subject, or naming part,  
in each sentence.

1. Dogs run.

2. The ants make a nest.

3. The cat comes to me.

4. The ducks peck.

5. A bull kicks.

6. The bug makes a web.

7. The pigs play in the mud.

8. A fox sits on a log.

Name \_\_\_\_\_

# Adjectives

**How Animals Communicate**  
Writing: Write to Describe



Draw a picture of an animal doing something.

## Word Bank

big  
small  
slow  
loud  
quiet  
soft  
young



Listen to the adjectives in the Word Bank. Read along. Complete each sentence with a word from the Word Bank or your own adjective.

1. The animal is \_\_\_\_\_ .  
-----  
\_\_\_\_\_ .

2. The animal is \_\_\_\_\_ .  
-----  
\_\_\_\_\_ .

3. The animal is \_\_\_\_\_ .  
-----  
\_\_\_\_\_ .

4. The animal is \_\_\_\_\_ .  
-----  
\_\_\_\_\_ .

Name \_\_\_\_\_

# Short *i* and Clusters with *r*

**How Animals  
Communicate**  
Phonics: Short *i* and Clusters with *r*



Write words that rhyme. Use the words  
in the box.

trick grab dress drill grass quit tracks truck

1.            brick _____ ----- _____	2.            grill _____ ----- _____
3.            press _____ ----- _____	4.            crab _____ ----- _____
5.            cracks _____ ----- _____	6.            duck _____ ----- _____
7.            sit _____ ----- _____	8.            brass _____ ----- _____

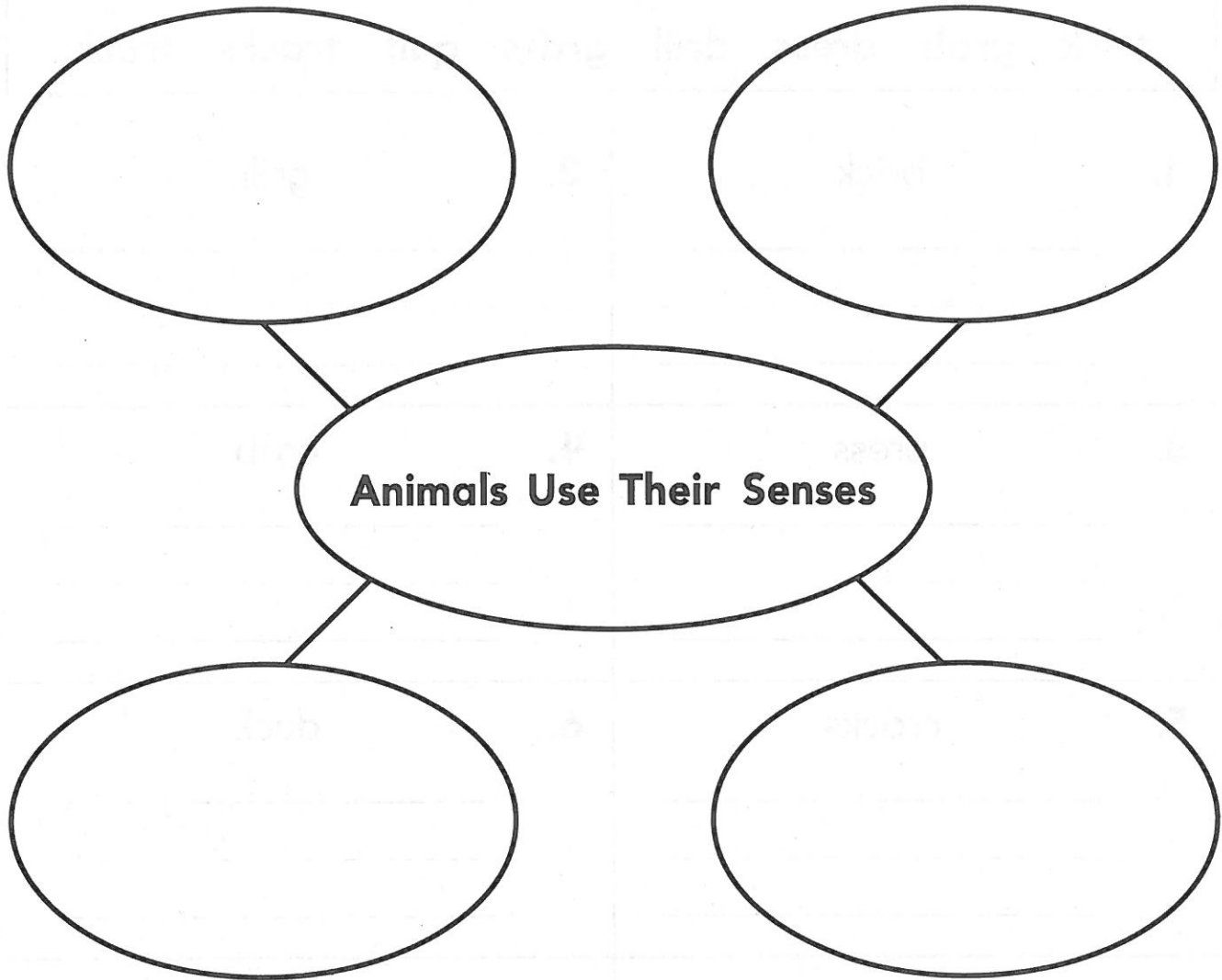
Name \_\_\_\_\_

# Details

**How Animals  
Communicate**  
Comprehension: Details



Use the web map to show the topic, main ideas, and supporting details in **How Animals Communicate**.






Name \_\_\_\_\_

# Spelling Words with the Short *i* Sound

## Spelling Words

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

1. six  
sip

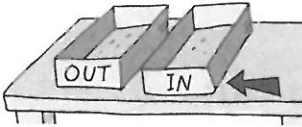


\_\_\_\_\_

-----

\_\_\_\_\_

2. pin  
in



\_\_\_\_\_

-----

\_\_\_\_\_

- in
- will
- did
- sit
- six
- big

3. fit  
sit




\_\_\_\_\_

-----

\_\_\_\_\_

4. big  
bag



\_\_\_\_\_

-----

\_\_\_\_\_

 Write a Spelling Word that rhymes with each word below.

5. hid

\_\_\_\_\_

-----

\_\_\_\_\_

6. fill

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# The Action Part

**How Animals  
Communicate**  
Grammar: Sentence Parts



Circle the predicate, or action part,  
in each sentence.

1. Nick puts on his cap.

2. Ben finds a nut.

3. Jill puts the duck in the tub.

4. The ants make a nest.

5. Hens sit on eggs.

6. Nell helps her mom.

7. The dog plays.

8. The cat naps.

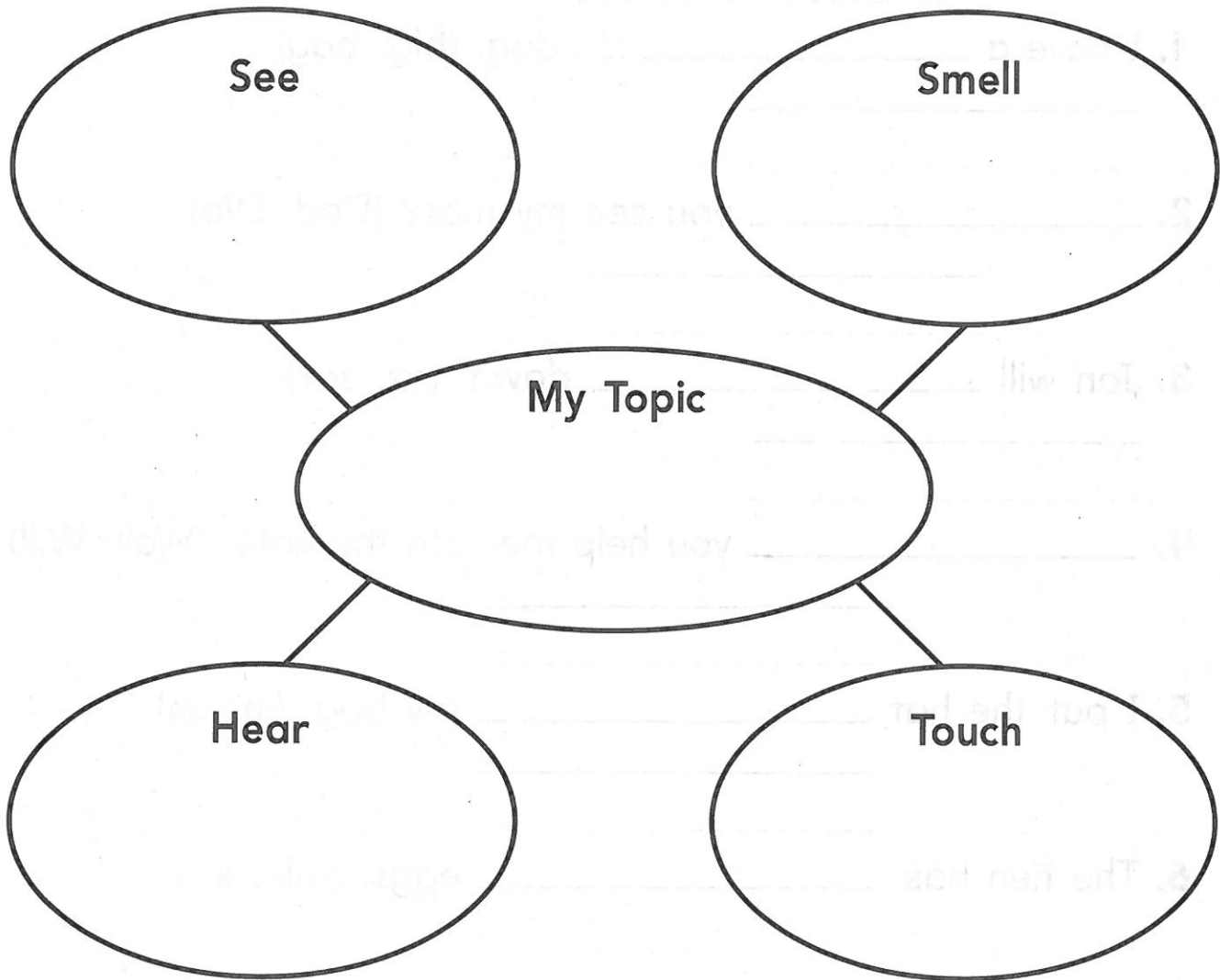
Name \_\_\_\_\_

# Planning My Poem

**How Animals Communicate**  
Writing: Write to Describe



Write and draw details that describe your topic. Listen to the names of the senses and read along. You do not have to write words for every sense.



Name \_\_\_\_\_

# Spelling Words with the Short *i* Sound

**How Animals  
Communicate**  
Spelling: Words with Short *i*



Write the correct word to complete  
each sentence.

\_\_\_\_\_

-----

1. I have a \_\_\_\_\_ dog. (big, bag)

\_\_\_\_\_

-----

2. \_\_\_\_\_ you see my mat? (Dad, Did)

\_\_\_\_\_

-----

3. Jon will \_\_\_\_\_ down. (sit, sat)

\_\_\_\_\_

-----

4. \_\_\_\_\_ you help me with the cats? (Wall, Will)

\_\_\_\_\_

-----

5. I put the hat \_\_\_\_\_ my bag. (in, an)

\_\_\_\_\_

-----

6. The hen has \_\_\_\_\_ eggs. (mix, six)

Name \_\_\_\_\_

# Spiral Review

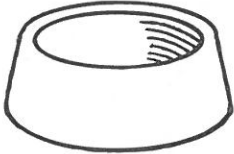


Listen to the nouns in the Word Bank.  
Read along. Write a noun from the box to  
name each picture.

## Word Bank

web  
pond  
nest  
bowl

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Grammar in Writing

**How Animals Communicate**  
Grammar: Sentence Parts

Every sentence has two parts. The naming part is called the **subject**. The action part is called the **predicate**.

Example: The dogs bark loudly.  
**subject    predicate**



Circle the two groups of words that are not sentences.

1. The fox plays.

3. A pig sits in the mud.

2. The kittens

4. look for food




Add words to make the word groups you circled into complete sentences.

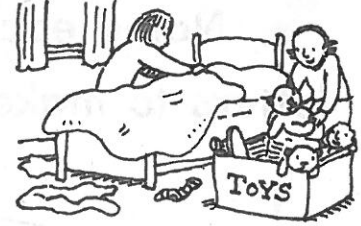
5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Words to Know

 Choose the word that fits best in the sentence. Write the word on the line.



1. Jen will fix (her, she, today) bed.

---

---

---

2. I (our, here, would) like to help.

---

---

---

3. (Her, Now, She) is my friend.

---

---

---

4. We have a lot to do (our, today, she).

---

---

---

5. We did (she, here, our) job!

---

---

---

6. We can play (our, now, her).

---

---

---

Name \_\_\_\_\_

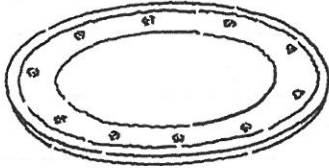
# Clusters with /

**A Musical Day**  
Phonics: Clusters with /



Name each picture. Write the first two letters to make the word.

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a t e

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a y

3.



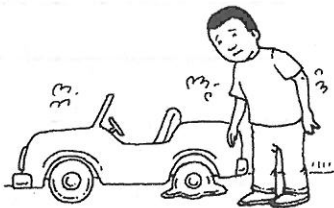
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ o c k

4.



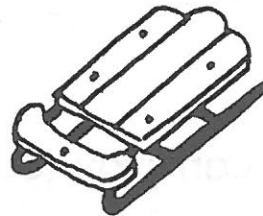
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a d

5.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ a t

6.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ e d



# Clusters with /

**A Musical Day**  
Phonics: Clusters with /

 Circle the word to finish the sentence.

Write the word.

1.

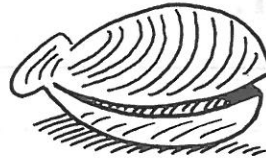


\_\_\_\_\_  
-----

She will \_\_\_\_\_.

slip    slap

2.



\_\_\_\_\_  
-----

This is a \_\_\_\_\_.

clam    blot

3.



\_\_\_\_\_  
-----

Who will \_\_\_\_\_ this?

slip    flip

4.



\_\_\_\_\_  
-----

I have a \_\_\_\_\_.

plan    blab

5.



\_\_\_\_\_  
-----

This is a big \_\_\_\_\_.

blot    flap

6.



\_\_\_\_\_  
-----

He is \_\_\_\_\_ to play.

clap    glad

Name \_\_\_\_\_

# Spelling Words with the Short o Sound


**A Musical Day**  
Spelling: Words with Short o

## Spelling Words


on  
fox  
got  
hop  
pop  
not

 Write the Spelling Words that rhyme with dot.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
-----  
\_\_\_\_\_

 Write the Spelling Words that rhyme with top.

3. \_\_\_\_\_ 4. \_\_\_\_\_  
-----  
\_\_\_\_\_

 Write the Spelling Word that rhymes with ox.

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

 Write the Spelling Word that rhymes with Don.

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# What Is a Statement?



Draw a line under each statement.

1. He makes a drum.
2. sings
3. She plays well.
4. Our band will win.
5. Bill and Sam
6. Nick claps for us.



Use a word from the box to make each group of words a statement.

\_\_\_\_\_

-----

7. \_\_\_\_\_ plays the drums.

\_\_\_\_\_

-----

8. Ken and Kim \_\_\_\_\_ .

## Word Bank

listen

Meg

Name \_\_\_\_\_

# Using Exact Adjectives

**A Musical Day**  
Writing: Write to Describe



Fill in the blanks in the draft of the thank-you note. Listen to the adjectives in the Word Bank. Read along. Choose adjectives from the box. Write your own words, too.

**Word Bank**

hot	huge	icy	tall	round
soft	striped	sweet	green	yellow

Dear \_\_\_\_\_,

Thank you for the \_\_\_\_\_


\_\_\_\_\_. It is \_\_\_\_\_

\_\_\_\_\_. I like the \_\_\_\_\_

\_\_\_\_\_.

# Short *i* and Clusters with /

**A Musical Day**  
Phonics: Short *i* and Clusters  
with /

 Name each picture. Circle the letters that stand for the beginning sounds. Write the word.

1.



cr gr

\_\_\_\_\_

-----

\_\_\_\_\_

2.



fl fr

\_\_\_\_\_

-----

\_\_\_\_\_

3.



fl sl

\_\_\_\_\_

-----

\_\_\_\_\_

4.



br dr

\_\_\_\_\_

-----

\_\_\_\_\_

5.



gr dr

\_\_\_\_\_

-----

\_\_\_\_\_

6.



pl bl

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Sequence of Events

**A Musical Day**  
Comprehension: Sequence of Events



Use the chart to tell the sequence of events in the story.

**First**

---

---

---



**Next**

---

---

---



**Last**

---

---

---


Name \_\_\_\_\_

# Spelling Words with the Short o Sound

**A Musical Day**  
Spelling: Words with  
Short o

## Spelling Words

on  
got  
fox  
hop  
pop  
not

 Write the missing letter to complete each Spelling Word. Then write the word.

1. f \_\_\_\_\_ x

2. n \_\_\_\_\_ t

3. p \_\_\_\_\_ p

4. h \_\_\_\_\_ p

5. \_\_\_\_\_ n

6. g \_\_\_\_\_ t

Name \_\_\_\_\_

# Writing Statements



Circle the capital letter that begins each statement and the period that ends it.

1. Clem likes my song.
2. She sings for her mom.
3. Her mom sings, too.
4. They like to sing.



Write each statement correctly.

5. tess has a drum set

---

---

---

6. she plays it a lot

---

---

---



Name \_\_\_\_\_

# Planning My Thank-You Note


**A Musical Day**  
Writing: Write to Describe

I will write my thank-you note to

\_\_\_\_\_

-----

\_\_\_\_\_.

 Draw a picture of what you are thankful for. Write some details for your note.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

**I am thankful for**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Spelling Words with the Short o Sound

**A Musical Day**  
Spelling: Words with Short o

## Spelling Words

on  
fox  
got  
pop  
not  
hop

 Write a Spelling Word to complete each sentence.



1. This animal is a \_\_\_\_\_ .

2. I \_\_\_\_\_ a dog from Bob.

3. I like caps but \_\_\_\_\_ hats.

4. The bag will \_\_\_\_\_ if you fill it up.

5. The fox will \_\_\_\_\_ off the  
box.



6. Do not sit \_\_\_\_\_ the bed.

Name \_\_\_\_\_

# Spiral Review



Listen to the verbs in the Word Bank.  
Read along. Write a verb from the box to  
name each action.

## Word Bank

play  
dance  
sing  
watch



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

# Words to Know

**Dr. Seuss**  
High-Frequency Words



Circle the word that fits in each sentence. Write that word on the line.



1. I like to (read, after, was).

\_\_\_\_\_

-----

\_\_\_\_\_

2. The cat (after, was, draw) in his bed.

\_\_\_\_\_

-----

\_\_\_\_\_

3. I like to (after, was, draw) animals.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Here are (writes, pictures, reads) of my cat.

\_\_\_\_\_

-----

\_\_\_\_\_

5. Now I will (was, after, write) to my dad.

\_\_\_\_\_

-----

\_\_\_\_\_

6. I will help you (after, draw, read) I call Brad.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Clusters with s

Dr. Seuss  
Phonics: Clusters with s



Name each picture. Write the first two or three letters that stand for the beginning sounds. Use the letters from the box.

st    sw    sn    sk    str

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.

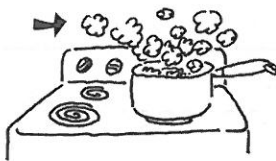


\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Clusters with s

Dr. Seuss  
Phonics: Clusters with s



Circle the word that finishes the sentence.

Write the word.

1.



\_\_\_\_\_  
-----

Ann can \_\_\_\_\_ well.

spell swim

2.

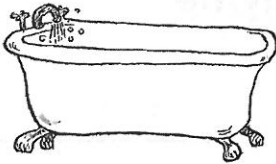


\_\_\_\_\_  
-----

Who made this \_\_\_\_\_?

spill snag

3.



\_\_\_\_\_  
-----

I \_\_\_\_\_ in the tub.

sniff scrub

4.



\_\_\_\_\_  
-----

This cat is not \_\_\_\_\_!

small scrap

5.



\_\_\_\_\_  
-----

Pam likes to \_\_\_\_\_.

strum smell

6.



\_\_\_\_\_  
-----

Kim will get a \_\_\_\_\_.

spin snack

Name \_\_\_\_\_

Dr. Seuss

Spelling: Words with  
Short e

# Spelling Words with the Short e Sound

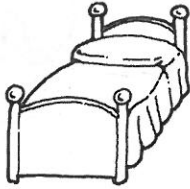
## Spelling Words



Circle the word that names the picture.

Then write the word.

- 1. bad
- bed



\_\_\_\_\_

-----

\_\_\_\_\_

- 2. ten
- tan



\_\_\_\_\_

-----

\_\_\_\_\_

- yes
- let
- red
- ten
- bed
- get



Write the Spelling Words that rhyme  
with wet.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

3. \_\_\_\_\_

4. \_\_\_\_\_



Proofread each sentence. Circle the  
Spelling Word that is wrong. Write it  
correctly.

5. I have a rud pen.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

6. I said yez.



Name \_\_\_\_\_

# One and More Than One



Listen to the nouns and read along.

Circle the noun for each picture below. Then  
write the nouns you circled.

1.



bird      birds

\_\_\_\_\_

-----

\_\_\_\_\_

2.



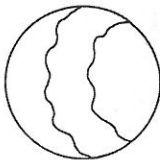
boy      boys

\_\_\_\_\_

-----

\_\_\_\_\_

3.



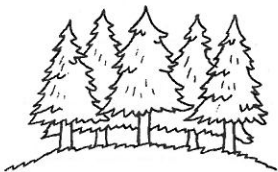
ball      balls

\_\_\_\_\_

-----

\_\_\_\_\_

4.



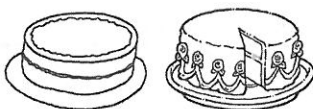
tree      trees

\_\_\_\_\_

-----

\_\_\_\_\_

5.



cake      cakes

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Telling How Things Look

**Dr. Seuss**  
Writing: Write to Describe



Draw a picture of a make-believe animal.

[Large dashed box for drawing a make-believe animal]

one  
two  
three  
four  
blue  
red  
yellow  
big  
small  
round



Finish the sentences that describe your animal. Listen to the words in the box. You can use these and other words you choose.

\_\_\_\_\_ .  
-----  
1. The \_\_\_\_\_ looks \_\_\_\_\_ .

\_\_\_\_\_ .  
-----  
2. Its \_\_\_\_\_ are \_\_\_\_\_ .

\_\_\_\_\_ .  
-----  
3. It has \_\_\_\_\_ .

Name \_\_\_\_\_

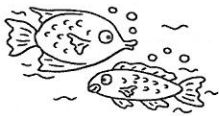
# Short e and Clusters with s

**Dr. Seuss**  
Phonics: Short e and Clusters with s



Name each picture. Circle the letters that stand for the beginning sounds. Write the letters. Write the word.

1.



st

\_\_\_\_\_

sw

\_\_\_\_\_

i m

\_\_\_\_\_

2.



ru

\_\_\_\_\_

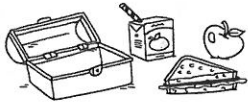
re

\_\_\_\_\_

s t

\_\_\_\_\_

3.



st

\_\_\_\_\_

sn

\_\_\_\_\_

a c k

\_\_\_\_\_

4.



ve

\_\_\_\_\_

ne

\_\_\_\_\_

s t

\_\_\_\_\_

5.



fl

\_\_\_\_\_

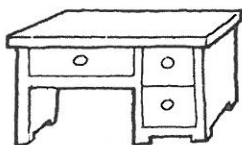
sl

\_\_\_\_\_

i p

\_\_\_\_\_

6.



de

\_\_\_\_\_

di

\_\_\_\_\_

s k

\_\_\_\_\_

Name \_\_\_\_\_

# Text and Graphic Features

**Dr. Seuss**  
Comprehension: Text and Graphic Features



Use the chart to list the story features and their purposes.

Feature	Purpose

Name \_\_\_\_\_

Dr. Seuss  
Spelling: Words with Short e

# Spelling Words with the Short e Sound



Write the Spelling Words in ABC order.

## Spelling Words

yes

let

red

ten

bed

get

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

-----

\_\_\_\_\_

5.

\_\_\_\_\_

-----

\_\_\_\_\_

6.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Special Plural Nouns

**Dr. Seuss**  
Grammar: Singular and  
Plural Nouns

 Listen to the nouns and read along.

Circle the noun for each picture below. Then write the nouns you circled.

1.



woman    women

\_\_\_\_\_

-----

\_\_\_\_\_

2.



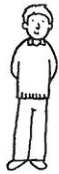
woman    women

\_\_\_\_\_

-----

\_\_\_\_\_

3.



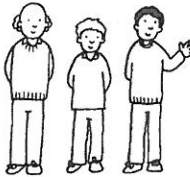
man    men

\_\_\_\_\_

-----

\_\_\_\_\_

4.



man    men

\_\_\_\_\_

-----

\_\_\_\_\_

5.



child    children

\_\_\_\_\_

-----

\_\_\_\_\_

6.



child    children

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Spelling Words with the Short e Sound



Write a Spelling Word to complete each sentence.

## Spelling Words

yes

let

red

ten

bed

get

1. Get out of \_\_\_\_\_, Fred!

2. Will you \_\_\_\_\_ me in?

3. Ben has \_\_\_\_\_ pet ducks.

4. Will you \_\_\_\_\_ that bug away from me?


5. \_\_\_\_\_, I will hop with you.

6. Jeff likes the \_\_\_\_\_ cap best.

Name \_\_\_\_\_

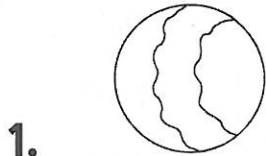
Dr. Seuss  
Grammar

# Spiral Review

 Listen to the adjectives in the Word Bank. Read along. Write an adjective from the box that tells about each picture.

## Word Bank

tiny  
tall  
round  
big  
long



\_\_\_\_\_

a \_\_\_\_\_ ball



\_\_\_\_\_

a \_\_\_\_\_ ant



\_\_\_\_\_

a \_\_\_\_\_ man



\_\_\_\_\_

a \_\_\_\_\_ snake



\_\_\_\_\_

a \_\_\_\_\_ house



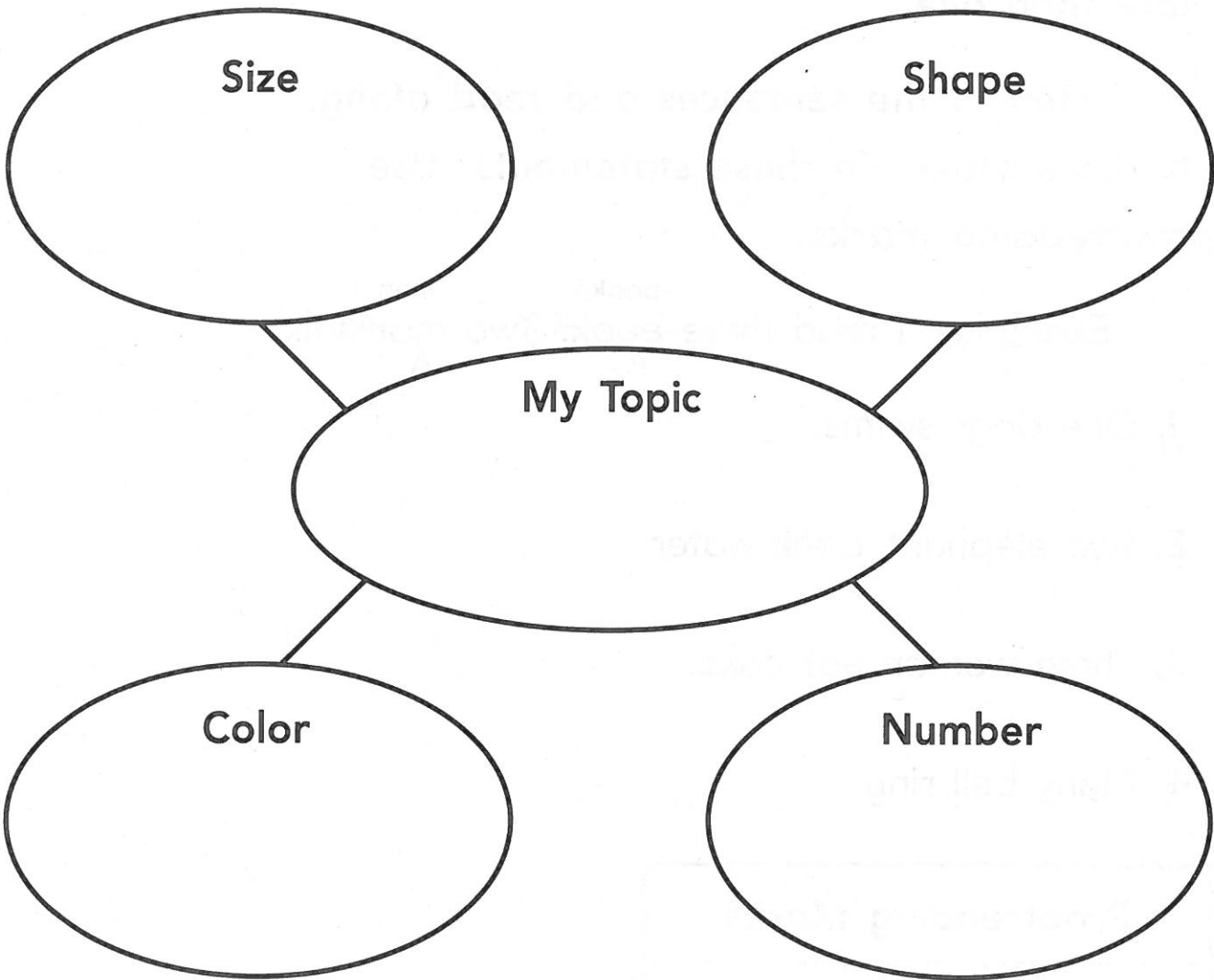
Name \_\_\_\_\_

# Planning My Description

**Dr. Seuss**  
Writing: Write to Describe



Listen to the labels in the web and read along. Write and draw details that tell size, shape, color, and number.



Name \_\_\_\_\_

# Grammar in Writing

**Dr. Seuss**  
Grammar: Singular and  
Plural Nouns

Some nouns name one. Some nouns name more than one.


An s ending means more than one. Some special nouns change their spelling to name more than one.



Listen to the sentences and read along. Fix the mistakes in these statements. Use proofreading marks.

Examples: I read three <sup>books</sup>~~book~~. Two <sup>men</sup>~~man~~ talk.

1. One dogs swims.
2. Two elephant drink water.
3. Three woman eat cake.
4. Many bell ring.

Proofreading Marks	
^	add
	take out

Name \_\_\_\_\_

# Words to Know



Write a word from the box to complete each sentence. Use the leftover word to write a sentence.

## Words to Know

eat

give

one

put

small

take

1. Liz will \_\_\_\_\_ Ken a box.



2. He will \_\_\_\_\_ a snack.



3. I can see \_\_\_\_\_ duck.



4. The ant is \_\_\_\_\_.



5. Jill will \_\_\_\_\_ the truck away.



Name \_\_\_\_\_

# Final Clusters

**A Cupcake Party**  
Phonics: Final Clusters



Name each picture. Write the letters that stand for the ending sounds. Use the letters from the box.

nd    mp    nt    st    sk

1.



\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



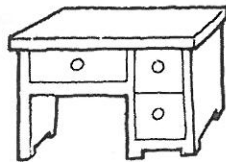
\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.




\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

**A Cupcake Party**  
Phonics: Final Clusters

# Final Clusters

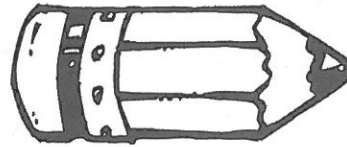
 Name each picture. Circle the word to finish the sentence.

1.



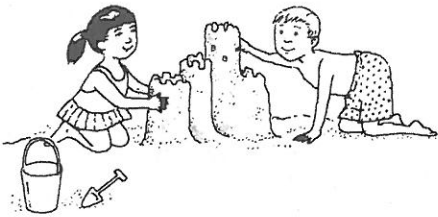
Fran has a \_\_\_\_\_.  
list gift

2.



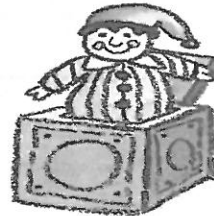
You can \_\_\_\_\_ with this.  
grasp print

3.



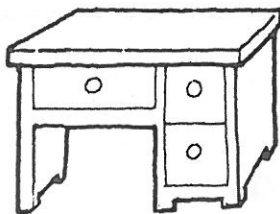
Ann plays in the \_\_\_\_\_.  
sand dust

4.



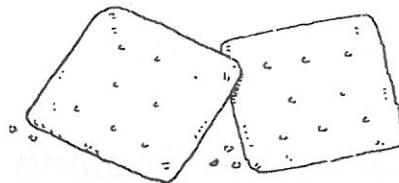
It can \_\_\_\_\_ up.  
land jump

5.



Do you sit at a \_\_\_\_\_?  
desk pond

6.



These can be very \_\_\_\_\_.  
stand crisp

Name \_\_\_\_\_

# Spelling Words with the Short *u* Sound

**A Cupcake Party**  
Spelling: Words with Short *u*

## Spelling Words

us  
sun  
but  
fun  
bus  
run



Write the Spelling Words that end with **un**.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. \_\_\_\_\_  
-----  
\_\_\_\_\_

3. \_\_\_\_\_  
-----  
\_\_\_\_\_



Write the Spelling Words that end with **us**.

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_



Write the Spelling Word that ends with **ut**.

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Prepositions for Where



Circle the preposition in each sentence.

Write it on the line.

1. The gift was in a box.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Nan put it on a desk.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Some are under a bed.

\_\_\_\_\_

-----

\_\_\_\_\_

4. The gift fell off the desk.

\_\_\_\_\_

-----

\_\_\_\_\_

Complete each sentence. Write a preposition that tells where.

5. Nan went \_\_\_\_\_ the steps.

\_\_\_\_\_

-----

\_\_\_\_\_

6. She put Dan's gift \_\_\_\_\_ the desk.

\_\_\_\_\_

-----

Name \_\_\_\_\_

# Writing a Topic Sentence

**A Cupcake Party**  
Writing: Write to Describe



Look at the picture of Stan the Skunk.  
Tell what Stan looks like. Write a topic sentence and some details.



Topic Sentence: \_\_\_\_\_  
-----  
\_\_\_\_\_

He has a \_\_\_\_\_ .  
\_\_\_\_\_

He has \_\_\_\_\_ .



Name \_\_\_\_\_

**A Cupcake Party**

Phonics: Short *u* and Final Clusters

# Short *u* and Final Clusters



Name each picture. Write the last two consonants that stand for the sounds at the end of the word. Choose consonants from the box.

lp    nt    mp    ft    sk

1.



\_\_\_\_\_

-----

ju \_\_\_\_\_

2.



\_\_\_\_\_

-----

a \_\_\_\_\_

3.

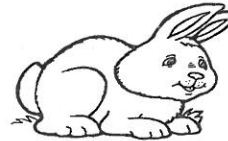


\_\_\_\_\_

-----

he \_\_\_\_\_

4.



\_\_\_\_\_

-----

so \_\_\_\_\_

5.

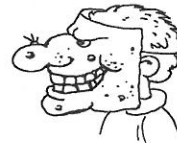


\_\_\_\_\_

-----

bu \_\_\_\_\_

6.



\_\_\_\_\_

-----

ma \_\_\_\_\_

Name \_\_\_\_\_

# Story Structure

**A Cupcake Party**  
Comprehension: Story Structure



Use the Story Map to identify the characters, setting, and plot in the story.

<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	

Name \_\_\_\_\_

# Spelling Words with the Short u Sound



Write the missing letter to complete  
each Spelling Word. Then write the word.

## Spelling Words

us  
sun  
but  
fun  
bus  
run

1. b \_\_\_\_\_ t

2. s \_\_\_\_\_ n

3. \_\_\_\_\_ s

4. f \_\_\_\_\_ n

5. b \_\_\_\_\_ s

6. r \_\_\_\_\_ n

Name \_\_\_\_\_

# Prepositions for When

**A Cupcake Party**  
Grammar: Prepositions



Listen to the prepositions in the word box.

Read along. Circle the preposition in each sentence.

Write it on the line.

during    at    after    before

1. Let us write after we read.

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. We will sing during class.

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. She will come back before you do.

\_\_\_\_\_

Complete each sentence. Write a preposition that tells when.

\_\_\_\_\_  
-----

4. I read \_\_\_\_\_ I go to bed.


\_\_\_\_\_  
-----

5. We will go \_\_\_\_\_ six.

Name \_\_\_\_\_

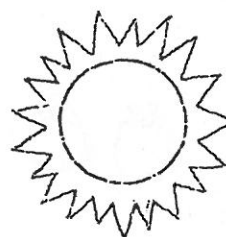
**A Cupcake Party**  
Spelling: Words with Short *u*

# Spelling Words with the Short *u* Sound

 Write a Spelling Word to complete each sentence.




1. Here comes the \_\_\_\_\_ .  
\_\_\_\_\_  
\_\_\_\_\_



2. The \_\_\_\_\_ is up.  
\_\_\_\_\_  
\_\_\_\_\_

3. The dog can \_\_\_\_\_ fast.  
\_\_\_\_\_  
\_\_\_\_\_



 Write the correct word to complete each sentence.

us

4. Will you come with \_\_\_\_\_ ?  
\_\_\_\_\_  
\_\_\_\_\_

is

fun

5. We had a lot of \_\_\_\_\_ .  
\_\_\_\_\_  
\_\_\_\_\_

fan

bat

6. I like black \_\_\_\_\_ not red.  
\_\_\_\_\_  
\_\_\_\_\_

but

Name \_\_\_\_\_

Cupcake Party  
Grammar

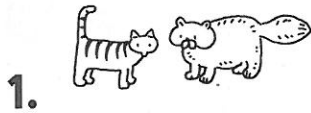
# Spiral Review



Listen to the adjectives in the Word Bank. Read along. Write an adjective from the box that tells about each picture.

**Word Bank**

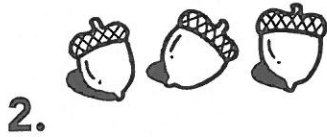
two  
three  
four



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Listen to the adjectives in the Word Bank. Read along. Write an adjective from the box to finish the sentence.

**Word Bank**

green  
blue

\_\_\_\_\_

-----

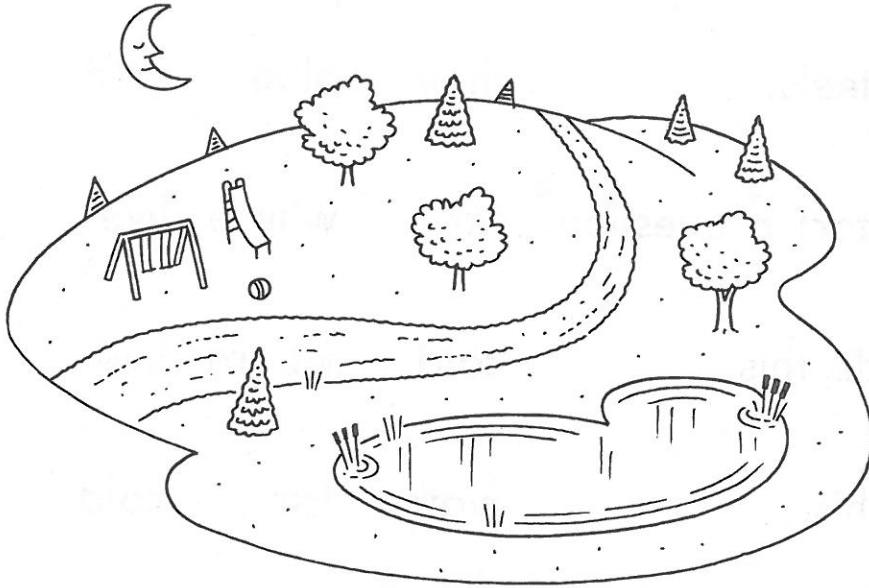
4. The sky is \_\_\_\_\_ .

# Grammar in Writing

**A Cupcake Party**  
Grammar: Prepositions and  
Prepositional Phrases



Write four sentences about the picture with prepositions that tell where or when. Draw a line under each preposition.



1. where

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

2. where

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

3. when

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

4. when

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# Words to Know

Sea Animals  
High-Frequency Words

Listen to the riddles. Read along.

Circle the best answer to each riddle.

1. This is a place that is not near.    far    where    live

2. This is how snow feels.    their    blue    cold

3. This word could start a question.    far    where    live

4. A rock does not do this.    cold    where    live

5. Rain is made of this.    water    far    cold

6. The sky is this.    where    blue    little

7. This is not big.    water    little    far


8. This belongs to more than one  
person.    their    water    far



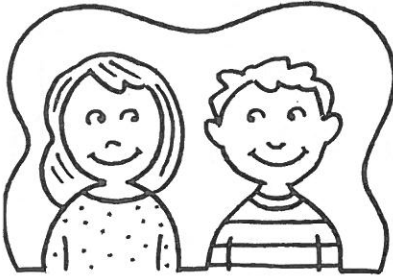
Name \_\_\_\_\_

# Words with *th*

Sea Animals  
Phonics: Words with *th*

 Circle the word that matches the picture.

1.



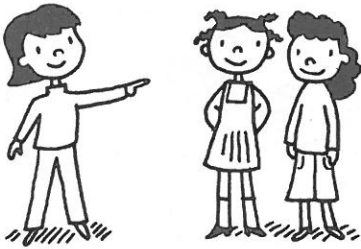
wind      with

2.



tan      thin

3.



them      ten

4.



bat      bath

5.



path      pet

6.



kick      thick

Name \_\_\_\_\_

Sea Animals  
Phonics: Words with *th*

# Words with *th*



Write *th* to finish the word and read it.

Circle the picture that matches the word.

1.

$1 + 1 = 2$



m a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

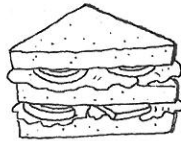


13

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

i n k

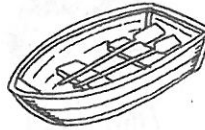
3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

i c k

4.



b a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


i s

Name \_\_\_\_\_

# Spelling Words with the *th* Sound

**Sea Animals**  
Spelling: Words with *th*

## Spelling Words

 Sort the words. Write the correct Spelling Words in each column.

that  
then  
this  
them  
with  
bath

Words that begin with <i>th</i>	Words that end with <i>th</i>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

# Names for People and Animals

**Sea Animals**  
Grammar: Proper Nouns



Circle each proper noun that names a special person or animal.

1. My friend Kim sees a crab.
2. Stan Bock sees it, too.
3. They call the crab Fred .



Draw a line under each proper noun that names a special person or animal. Then write the proper noun correctly.

4. ann smith jumps into the water.

\_\_\_\_\_

-----

\_\_\_\_\_

5. Her friend fran sees a crab with spots.

\_\_\_\_\_

-----

\_\_\_\_\_

6. She calls the crab spots.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Words That Tell How

**Sea Animals**  
Writing: Write to Inform



Draw a sea animal.

### Word Bank

softly  
loudly  
slowly  
quickly  
fast  
happily  
sadly  
sleepily  
gently



Write sentences about your animal. Listen to the words in the box. Use these words and other words you choose.

**Sea Animal**

**Action Verb**

**How**

**Sea Animal**

**Action Verb**

**How**

Name \_\_\_\_\_

# Base Words and -s, -es, -ed, -ing

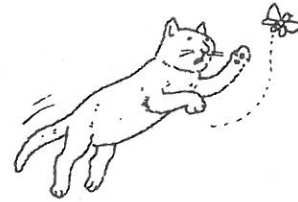
**Sea Animals**  
Phonics: Base Words and -s, -es,  
-ed, -ing



Read the sentences. Circle the sentence that tells about the picture.

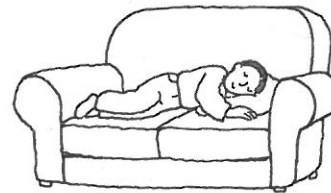
1. The cat jumped.

The cat sat.



2. He is helping.

He is resting.



3. She packed a bag.

She pulled a bag.



4. Meg calls her pet.

Meg pets her cat.



5. Val is drawing.

Val is looking.



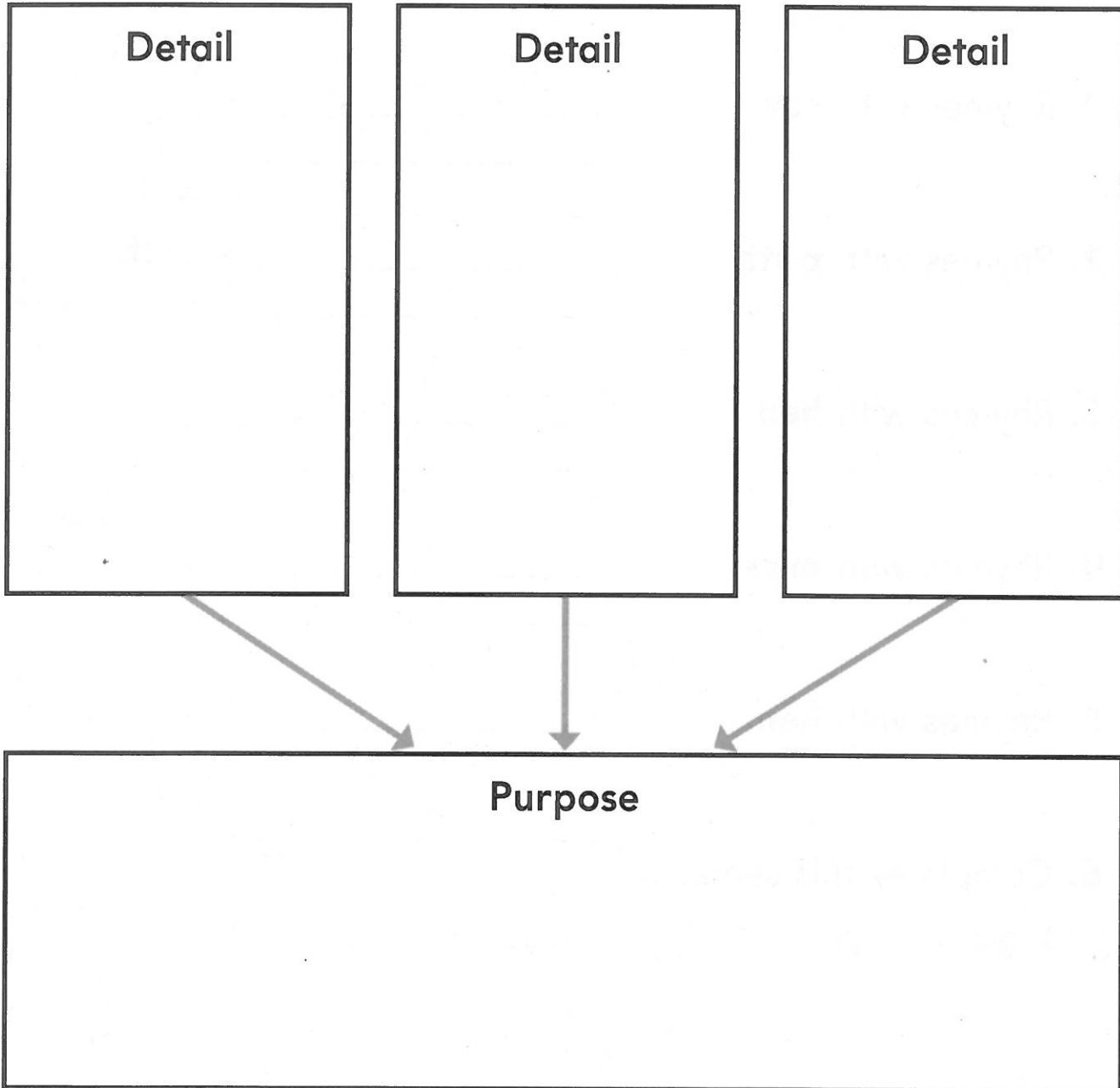
Name \_\_\_\_\_

# Author's Purpose

**Sea Animals**  
Comprehension: Author's Purpose



Think about why the author wrote **Sea Animals**. Then write the author's purpose and three details that tell about the purpose.



Name \_\_\_\_\_

Sea Animals  
Spelling: Words with *th*

# Spelling Words with the *th* Sound



Listen to the clues. Read along. Write the Spelling Word that fits each clue.

## Spelling Words

that  
then  
this  
them  
with  
bath

1. Rhymes with **cat**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Rhymes with **path**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

3. Rhymes with **hen**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

4. Rhymes with **miss**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

5. Rhymes with **hem**

\_\_\_\_\_

-----

\_\_\_\_\_

-----

6. Completes this sentence:

I go \_\_\_\_ you.



Name \_\_\_\_\_

# Titles for People

**Sea Animals**  
Grammar: Proper Nouns



Write the titles and names correctly.

\_\_\_\_\_

-----

1. mrs Scott \_\_\_\_\_

\_\_\_\_\_

-----

2. mr Long \_\_\_\_\_



Draw a line under each title. Then write the title and name correctly.

3. Today miss Hill will play the drums.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Can dr Well fix the dog's leg?

\_\_\_\_\_

-----

\_\_\_\_\_

5. ms. Hass takes a picture of the class.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Planning My Sentences

**Sea Animals**  
Writing: Write to Inform



Write and draw facts about your sea animal.

**My Topic**

**Fact 1**

**Fact 2**



Name \_\_\_\_\_

# Spelling Words with the *th* Sound

**Sea Animals**  
Spelling: Words with *th*

## Spelling Words


that  
bath  
them

 Write a Spelling Word from the box to complete each sentence.

1. \_\_\_\_\_ hat is for Jack.

2. Tell \_\_\_\_\_ to come in now.

3. I like to give my dog a \_\_\_\_\_.

 Write a Spelling Word from the box to complete each sentence.

## Spelling Words

then  
this  
with

4. \_\_\_\_\_ Jon was up at bat.

5. Matt, is \_\_\_\_\_ your hat?

6. Sam went swimming \_\_\_\_\_ me.

Name \_\_\_\_\_

# Spiral Review



Draw a line under each word group that is a sentence.

1. The friends play tag.
2. digs in the sand
3. The frog jumps up.
4. Some kids look for crabs.
5. A red fox



Write a group of words from each word box to make a sentence.

The crab  
This will

a rock  
rests on a rock

6. \_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Grammar in Writing

Sea Animals  
Grammar: Proper Nouns

Nouns that name special people or animals are called **proper nouns**. Proper nouns begin with capital letters.

A **title** before a person's name begins with a capital letter. A title usually ends with a period.



Fix the mistakes in these statements. Use proofreading marks.

Examples: My fish is named gus.

I gave Mrs Billows a book.

1. My friend Dr Rudd helps animals.
2. He has a pet crab called pinch.
3. Our teacher, miss Land, reads about crabs.
4. She gives the book to beth Bond.

Proofreading Marks	
^	add
≡	capital letter

Name \_\_\_\_\_

**How Leopard Got  
His Spots**  
High-Frequency Words

# Words to Know



Circle the word that best completes each sentence.

1. The dog is (brown, very).
2. Rich got the gift (been, out) of the box.
3. I would like to have my (never, own) cat.
4. Singing makes me (very, brown) happy.
5. Have you (know, been) to the play?
6. Do you (know, very) what to do next?
7. Take (off, never) that hat.
8. You (own, never) sing with me.

# Words with *ch*, *tch*

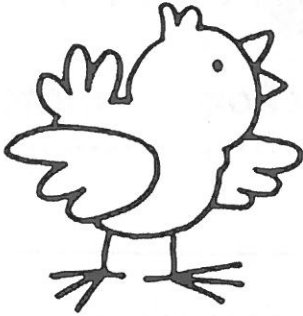
## How Leopard Got His Spots

Phonics: Words with *ch*, *tch*



Circle the word that matches the picture.

1.



thick    chick

2.



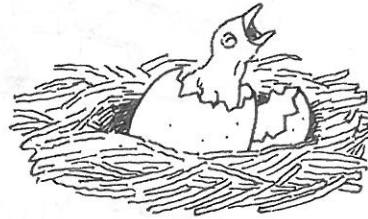
chip    champ

3.



bend    bench

4.



hatch    hut

5.



chin    check

6.



cats    catch

Name \_\_\_\_\_

# Words with *ch*, *tch*

How Leopard Got  
His Spots  
Phonics: Words with *ch*, *tch*



Read the words in the box. Write the word that matches the picture.

## Word Bank

lunch

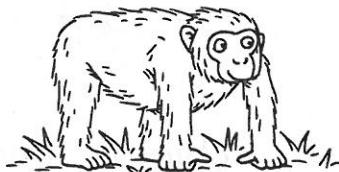
check

chimp

chop

match

1.

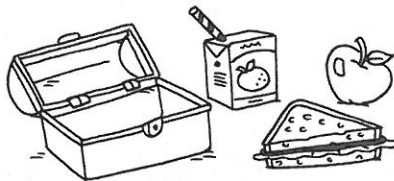


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---

---

2.



---

---

---

3.

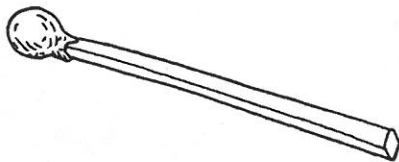


---

---

---

4.



---

---

---

5.



---

---

---




Name \_\_\_\_\_

# Spelling Words with the *ch* Sound

How Leopard Got His Spots

Spelling: Words with *ch*

## Spelling Words

 Sort the words. Write the correct Spelling Words in each column.

- chin
- chop
- much
- chip
- rich
- chick

Words that begin with <i>ch</i>	Words that end with <i>ch</i>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Name \_\_\_\_\_

# Names of Places

How Leopard Got  
His Spots

Grammar: Proper Nouns



Listen to some proper nouns in the Word Bank. Read along. Circle each proper noun that names a special place in the sentences.

**Word Bank**

Street

Avenue

Park

Lake

School

1. There are many animals in Red Fox Park.
2. I live on Mint Avenue.
3. It is near Elk Street.



Draw a line under each proper noun that names a special place. Then write the proper noun correctly.

4. We camp at elm lake.

\_\_\_\_\_

-----

\_\_\_\_\_

5. My friend lives on crab avenue.

\_\_\_\_\_

-----

\_\_\_\_\_

# Order Words

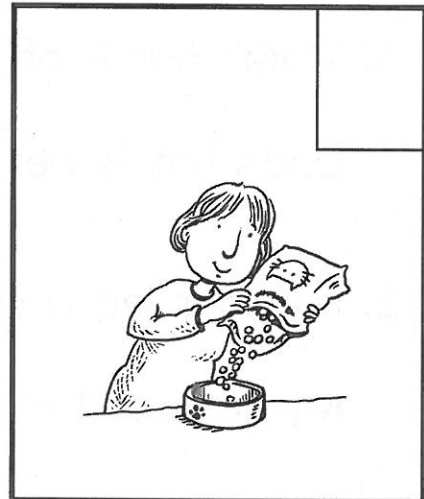
## How Leopard Got His Spots

Writing: Write to Inform



Write 1, 2, and 3 to put these pictures

in order.



Write instructions that tell how to feed

a cat. Use order words.

**Order Word**

**Action**

**Thing**

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Order Word**

**Action**

**Thing**

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Order Word**

**Action**

**Thing**

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

# Possessives with 's

How Leopard Got  
His Spots  
Phonics: Possessives with 's



Read the sentences. Circle the sentence that tells about the picture.

1. Mom's hat is off!

Dad's hat is wet.



2. My cat's leg is cut.

My cat's bed is small.



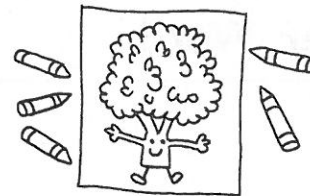
3. Meg's bag is big.

Peg's bag is little.



4. Tim's picture is cold.

Tom's picture is funny.



5. My pal's pet is wet.

The vet is my pet's friend.



Name \_\_\_\_\_

# Sequence of Events

**How Leopard Got  
His Spots**  
Comprehension: Sequence  
of Events



Use the chart to tell the sequence of events in the story.

**First**



**Next**



**Last**

Name \_\_\_\_\_

# Spelling Words with *ch*

How Leopard Got  
His Spots

Spelling: Words with *ch*



Listen to the clues. Read along. Write the Spelling Word that fits each clue.

## Spelling Words

- chin
- chop
- much
- chip
- rich
- chick

1. Opposite of **poor**

\_\_\_\_\_

-----

\_\_\_\_\_

2. Rhymes with **hop**

\_\_\_\_\_

-----

\_\_\_\_\_

3. Rhymes with **fin**

\_\_\_\_\_

-----

\_\_\_\_\_

4. Opposite of **little**

\_\_\_\_\_

-----

\_\_\_\_\_

5. Rhymes with **hip**

\_\_\_\_\_

-----

\_\_\_\_\_

6. Rhymes with **kick**

\_\_\_\_\_

Name \_\_\_\_\_

# More Place Names

**How Leopard Got  
His Spots**

Grammar: Proper Nouns



Circle each proper noun that names a special place.

1. Frank went to see Bill in Kansas.

2. Bill just got back from Canada.



Draw a line under each proper noun that names a special place. Then write the proper noun correctly.

3. It is very cold in Finland.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Meg lives in Dallas.

\_\_\_\_\_

-----

\_\_\_\_\_

5. That is in Texas.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Planning My Instructions

## How Leopard Got His Spots

Writing: Write to Inform



Write steps for making an animal puppet. Write the steps in order. Use an order word for each step.

\_\_\_\_\_

-----

\_\_\_\_\_

My Topic: How to \_\_\_\_\_

1. \_\_\_\_\_

-----

\_\_\_\_\_



2. \_\_\_\_\_

-----

\_\_\_\_\_



3. \_\_\_\_\_

-----

\_\_\_\_\_



4. \_\_\_\_\_

-----

\_\_\_\_\_



# Spelling Words with the *ch* Sound

**How Leopard Got  
His Spots**

Spelling: Words with *ch*



Write the correct word to complete each sentence.

1. Jan rubs her \_\_\_\_\_ .

chin

fin

2. The \_\_\_\_\_ is small and soft.

chick

check

3. How \_\_\_\_\_ does it cost?

chum

much

4. Dad will \_\_\_\_\_ the nuts.

chop

chat

5. There is a \_\_\_\_\_ in the cup.

ship

chip

6. The king was very \_\_\_\_\_ .

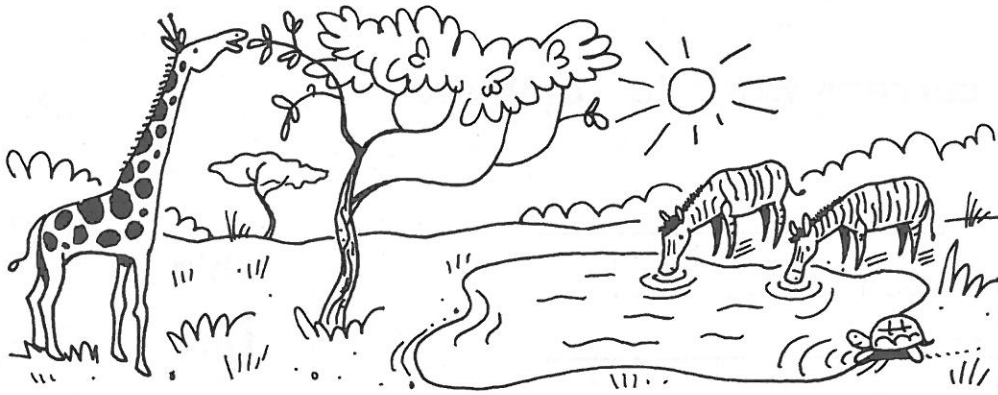
rich


rip

Name \_\_\_\_\_

# Spiral Review

How Leopard Got  
His Spots  
Grammar



 Listen to the animal names in the Word Bank. Read along. Draw lines to match naming parts and action parts. Your sentence should tell about the picture.

**Word Bank**

zebras      giraffe      turtle

- |               |               |
|---------------|---------------|
| 1. The zebras | is hot.       |
| 2. A giraffe  | drink water.  |
| 3. The turtle | has a snack.  |
| 4. The sun    | takes a swim. |

 Write an action part to make a sentence. \_\_\_\_\_

5. The animals \_\_\_\_\_.

Name \_\_\_\_\_

# Grammar in Writing

**How Leopard Got  
His Spots**

Grammar: Proper Nouns

**Proper nouns** name special places.

They begin with capital letters.

Listen to the nouns in the Word Bank. Read along. Some of these can be both proper and common nouns, such as **road**.

**Word Bank**

America

School

Road

Canada



Fix the mistakes in these sentences.

Use proofreading marks.

Example: We live in america.

1. I go to red plum school.
2. I get on the bus at smith road.
3. Liz wants to see the grand canyon.
4. Have you been to canada?

**Proofreading Marks**

≡

capital letter

Name \_\_\_\_\_

# Words to Know

Seasons  
High-Frequency Words




Circle the word that best completes each sentence.

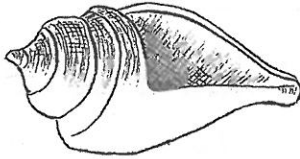
1. Some frogs are (green, grow).
2. Let us have lunch (yellow, down) by the pond.
3. It gets cold in the (fall, new).
4. My plants will (down, grow) well in the sun.
5. Some of the buds are (goes, open).
6. Do you like my (new, down) hat?
7. A big (yellow, fall) truck will take the logs away.
8. The truck (green, goes) to the dump.

# Words with *sh*, *wh*, *ph*

**Seasons**  
Phonics: Words with *sh*, *wh*, *ph*

 Circle the word that matches the picture or belongs in the sentence.

1.



shell      bell

2.

\_\_\_\_\_  
-----  
\_\_\_\_\_ is this?

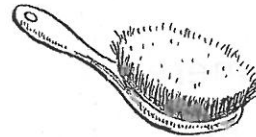
What      Wish

3.

\_\_\_\_\_  
-----  
\_\_\_\_\_ will he go?

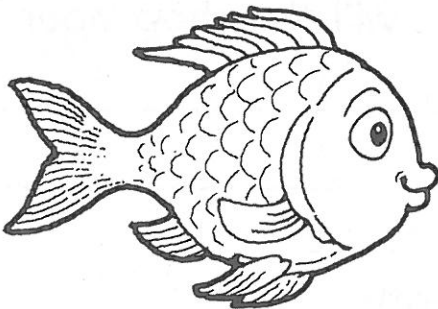
Well      When

4.



bunch      brush

5.



fish      fist

6.



Ralph      Jen

Name \_\_\_\_\_

# Words with *sh*, *wh*, *ph*

**Seasons**  
Phonics: Words with *sh*, *wh*, *ph*



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

<p>1.</p> <p>wish witch</p>	<p>_____</p> <p>-----</p> <p>I _____ I had a pet dog.</p>
<p>2.</p> <p>pin ship</p>	<p>_____</p> <p>-----</p> <p>The _____ was in the water.</p>
<p>3.</p> <p>where her</p>	<p>_____</p> <p>-----</p> <p>Do you know _____ she is?</p>
<p>4.</p> <p>Then When</p>	<p>_____</p> <p>-----</p> <p>_____ will the shop open?</p>
<p>5.</p> <p>tan graph</p>	<p>_____</p> <p>-----</p> <p>Dan will draw a math _____.</p>

Name \_\_\_\_\_

# Spelling Words with the *sh* and *wh* Sounds

**Seasons**

Spelling: Words with *sh* and *wh*



Sort the words. Write the correct Spelling Words in each column.

**Spelling  
Words**

ship  
shop  
which  
when  
whip  
fish

Words with <i>sh</i>	Words with <i>wh</i>
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____



Write two words that rhyme with *lip*.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Subjects and Verbs

**Seasons**

Grammar: Subjects  
and Verbs



Write a verb from the box to tell what the underlined subject is doing.

**Word Bank**

picks

hops

sits

runs

comes

1. The sun \_\_\_\_\_ up.

2. Bev \_\_\_\_\_ on the sand.

3. Tim \_\_\_\_\_ up a stick.

4. A frog \_\_\_\_\_ past.

5. A dog \_\_\_\_\_ after the rabbits.



Name \_\_\_\_\_

# Main Idea

**Seasons**  
Writing: Write to Inform



Write facts to finish three sentences about a season. Then tell the main idea.

**Topic Sentence**

Here are some facts about \_\_\_\_\_

**Detail Sentence**

\_\_\_\_\_ is a time when \_\_\_\_\_

**Detail Sentence**

The weather in \_\_\_\_\_ gets \_\_\_\_\_

**Main Idea**

All my sentences tell about \_\_\_\_\_

Name \_\_\_\_\_

# Contractions with 's, n't

**Seasons**

Phonics: Contractions with 's, n't



Draw a line from each pair of words to its contraction.

can not

don't

Let us

It's

do not

can't

It is

Let's

Write the contraction from above that finishes each sentence.

\_\_\_\_\_

-----

1. They \_\_\_\_\_ know what to do.

\_\_\_\_\_

-----

2. \_\_\_\_\_ good to help a friend.

\_\_\_\_\_

-----

3. \_\_\_\_\_ go to see a play.

\_\_\_\_\_

-----

4. He \_\_\_\_\_ find his hat.

Name \_\_\_\_\_

# Cause and Effect

**Seasons**  
Comprehension: Cause and Effect



Use the chart to tell about causes and effects in *Seasons*.

What Happened?	Why Did It Happen?

Name \_\_\_\_\_


# Spelling Words with the *sh* and *wh* Sounds

**Seasons**

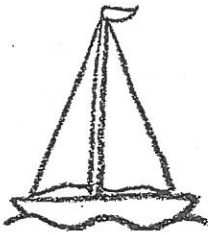
Spelling: Words with *sh* and *wh*

**Spelling Words**

ship  
shop  
which  
when  
whip  
fish

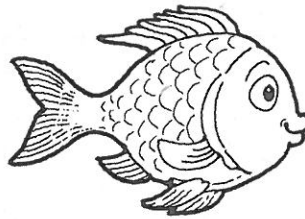
 Write *sh* or *wh* to complete each Spelling Word.

1.



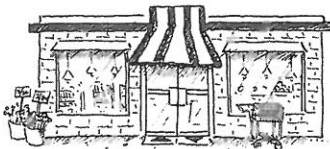
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ i p

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ f i \_\_\_\_\_

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ o p

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ i c h

5.

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			8			
19	21		23			18
		29	31			

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ e n


6.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ i p

# Verbs with s

**Seasons**  
Grammar: Subjects and Verbs

 Listen to the nouns in the Word Bank and read along. Choose the correct verb to agree with the underlined subject. Write the verb to finish each sentence.

**Word Bank**

children    boy    girls

1. Many children \_\_\_\_\_ by the pond.

play    plays

2. A boy \_\_\_\_\_ in the water.

jump    jumps

3. The girls \_\_\_\_\_ a ball.

toss    tosses

4. A boy and a dog \_\_\_\_\_ on the sand.

run    runs

Name \_\_\_\_\_

# Planning My Sentences

**Seasons**  
Writing: Write to Inform



Choose a season. Then write facts about the season.

\_\_\_\_\_

-----

**My Topic:** \_\_\_\_\_

**Fact 1**

\_\_\_\_\_

\_\_\_\_\_

**Fact 2**

\_\_\_\_\_

\_\_\_\_\_

**Fact 3**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Spelling Words with *sh, wh, ph*

**Seasons**  
Spelling: Words with *sh,*  
*wh, ph*



Write the correct word to complete each sentence.

\_\_\_\_\_

-----

1. The \_\_\_\_\_ has left. (shell, ship, chip)

\_\_\_\_\_

-----

2. \_\_\_\_\_ way did he go? (Which, Why, Who)

\_\_\_\_\_

-----

3. The \_\_\_\_\_ sells hats. (chop, shop, she)

\_\_\_\_\_

-----

4. \_\_\_\_\_ will you go? (Where, Went, When)

\_\_\_\_\_

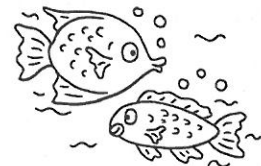
-----

5. Can you \_\_\_\_\_ the eggs? (win, why, whip)

\_\_\_\_\_

-----

6. The \_\_\_\_\_ are yellow. (dash, fish, dish)



Name \_\_\_\_\_

Seasons  
Grammar

# Spiral Review



Draw lines to match naming parts and action parts. Read the statements you made about the picture.



- |            |                        |
|------------|------------------------|
| 1. Jill    | waters the plants.     |
| 2. Fred    | takes a nap.           |
| 3. The mom | digs in the mud.       |
| 4. The dad | is looking.            |
| 5. The cat | holds a box of plants. |



# Grammar in Writing

**Seasons**  
Grammar: Subjects  
and Verbs

- Add **s** to a **verb** when it tells about a noun that names one.
- Do not add **s** to a verb when it tells about a noun that names more than one.



Fix the mistakes in these sentences.

Use proofreading marks.

Examples: Snowflakes <sup>fall</sup> ~~falls~~ on the ground.

David <sup>puts</sup> ~~put~~ on his coat.

1. Don get his sled.
2. Jan and Nick plays in the sand.
3. Nick make a hill of sand.
4. The dog jump in the grass.
5. Deb and Don finds a cat.

Proofreading Marks	
^	add
<del>_____</del>	take out

Name \_\_\_\_\_

The Big Race  
High-Frequency Words

# Words to Know



Circle the word that best completes each sentence.

1. Can you (watch/into) my fish for me?
2. I will go (into/starts) class with you.
3. I am glad that lunch (watch/starts) at one.
4. The fox jumps (over/watch) the log.



Write the word for each number.

2

\_\_\_\_\_

-----

\_\_\_\_\_

3

\_\_\_\_\_

-----

\_\_\_\_\_

4

\_\_\_\_\_

-----

\_\_\_\_\_

5

\_\_\_\_\_

-----

\_\_\_\_\_

Words to Know

five


four

three

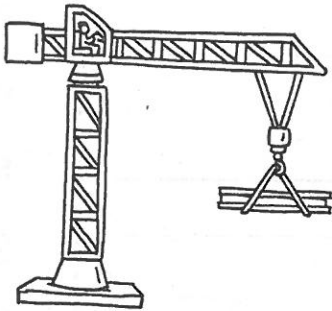
two

# Words with Long a

**The Big Race**  
Phonics: Words with Long a

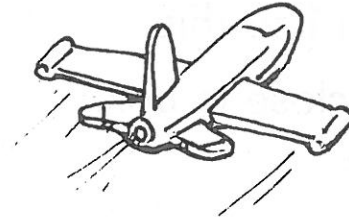
 Circle the word that matches the picture.

1.



camp      crane

2.



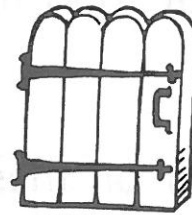
plane      plan

3.



crack      cake

4.



grass      gate

5.



whale      what

6.



vest      vase

Name \_\_\_\_\_

# Words with Long a

**The Big Race**  
Phonics: Words with Long a



Write the word that goes with each clue.

## Word Bank

plate  
tape  
male  
skates  
game  
grape

1. You use this  
to close a box.

\_\_\_\_\_

-----

\_\_\_\_\_

2. A man is this.

\_\_\_\_\_

-----

\_\_\_\_\_

3. You eat from this.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Go fast on these.

\_\_\_\_\_

-----

\_\_\_\_\_

5. This is little and  
can be green.

\_\_\_\_\_

-----

\_\_\_\_\_

6. You play this with  
a friend.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Spelling Words with the Long a Sound

**The Big Race**  
Spelling: Words with Long a

## Spelling Words

came  
make  
brave  
late  
gave  
shape



Write the Spelling Words in ABC order.

1.

2.

3.

4.

5.

6.

Name \_\_\_\_\_

# Verbs with *ed*

**The Big Race**  
Grammar: Verbs and Time



Circle the verbs that tell about the past. Write those verbs.

\_\_\_\_\_  
-----

1. The game \_\_\_\_\_ at one.

starts      started

\_\_\_\_\_  
-----

2. Stan \_\_\_\_\_ the box.

fills      filled

\_\_\_\_\_  
-----

3. Jane \_\_\_\_\_ at the pictures.

looks      looked

\_\_\_\_\_  
-----

4. The frog \_\_\_\_\_ very far.

jumps      jumped

\_\_\_\_\_  
-----

5. Mr. Scott \_\_\_\_\_ the best one.

picks      picked

Name \_\_\_\_\_

# Taking Notes

**The Big Race**  
Writing: Write to Inform

Listen to this passage about camels. Read along.

Many camels live in deserts. Camels have long legs and humps on their backs. Camels can live to be 50 or even 60 years old. Camels eat plants that grow in the desert.



Take notes about camels. Use words and pictures. Put your notes in the correct boxes.

**Bodies**

**How Long They Live**

**Food**

Name \_\_\_\_\_


# Words with Soft *c*, *g*, *dge*

## The Big Race

Phonics: Words with Soft *c*,  
*g*, *dge*

### Word Bank

face  
gem  
page  
cell  
judge  
wedge

 Write the word from the box that rhymes with the set of words.

1. fudge nudge budge

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. cage wage rage

\_\_\_\_\_

-----

\_\_\_\_\_

-----

3. race lace pace

\_\_\_\_\_

-----

\_\_\_\_\_

-----

4. them hem stem

\_\_\_\_\_

-----

\_\_\_\_\_

-----

5. tell bell yell

\_\_\_\_\_

-----

\_\_\_\_\_

-----

6. edge ledge hedge

\_\_\_\_\_





Name \_\_\_\_\_

# Spelling Words with the Long a Sound

**The Big Race**  
Spelling: Words with Long a

## Spelling Words

came  
make  
brave  
late  
gave  
shape



Listen to the clues. Read along. Write the Spelling Word that fits each clue.

1. Rhymes with **tape** \_\_\_\_\_  
-----  
\_\_\_\_\_

2. Opposite of **afraid** \_\_\_\_\_  
-----  
\_\_\_\_\_

3. Rhymes with **gate** \_\_\_\_\_  
-----  
\_\_\_\_\_


4. Rhymes with **tame** \_\_\_\_\_  
-----  
\_\_\_\_\_

5. Rhymes with **cave** \_\_\_\_\_  
-----  
\_\_\_\_\_

6. Rhymes with **bake** \_\_\_\_\_  
-----  
\_\_\_\_\_

# Present and Past Time

**The Big Race**  
Grammar: Verbs and Time

 Listen to the time words in the Word Bank. Read along. Circle the correct verb to show present or past time. Write it on the line.

**Word Bank**

now      today      yesterday

\_\_\_\_\_

-----

1. Meg \_\_\_\_\_ at the clock now.  
(present time)

looks      looked

\_\_\_\_\_

-----

2. Today we \_\_\_\_\_ games for math.  
(present time)

play      played

\_\_\_\_\_

-----

3. Yesterday Ron \_\_\_\_\_ his dad make  
lunch. (past time)

help      helped

Name \_\_\_\_\_

# Spelling Words with the Long a Sound

**The Big Race**  
Spelling: Words with Long a

## Spelling Words

came

late

make

brave

shape

gave



Write a Spelling Word from the box to complete each sentence.

1. I got here \_\_\_\_\_.

2. Will you \_\_\_\_\_ me a cake?

3. He \_\_\_\_\_ to play with me.

4. Max is big and \_\_\_\_\_.


5. He \_\_\_\_\_ me a new pen.


6. What \_\_\_\_\_ is that box?


Name \_\_\_\_\_

# Spiral Review


The Big Race  
Grammar

 Listen to the nouns. Read along. Circle the correct noun to name each picture. Then write the noun.

1.  prize prizes \_\_\_\_\_  
\_\_\_\_\_

2.  child children \_\_\_\_\_  
\_\_\_\_\_

3.  plant plants \_\_\_\_\_  
\_\_\_\_\_

4.  woman women \_\_\_\_\_  
\_\_\_\_\_

 Finish the sentence with the correct word.

\_\_\_\_\_  
\_\_\_\_\_

5. Many \_\_\_\_\_ ran in the race.

animal animals

Name \_\_\_\_\_

# Planning My Report

**The Big Race**  
Writing: Write to Inform



Write a question about the animal you choose. Then find and write facts to answer your question.

\_\_\_\_\_

-----

My Topic: \_\_\_\_\_

**My Question**

**Fact 1**

**Fact 2**

**Fact 3**

Name \_\_\_\_\_

# Grammar in Writing

**The Big Race**  
Grammar: Verbs and Time

- Some verbs tell what is happening now. Some verbs tell what happened in the past.
- Add **ed** to most verbs to tell about the past.



Listen to the time words in the Word Bank. Read along. Fix the mistakes in these sentences. Use proofreading marks.

**Word Bank**

now      yesterday      last night

Example: Many people <sup>watched</sup> ~~watch~~ the race  
last night.

1. The animals played now.
2. The frog and snake talk yesterday.
3. Last night the rat visits the duck.

Proofreading Marks	
^	add
→	take out

Name \_\_\_\_\_

# Words to Know

Animal Groups  
High-Frequency Words



Circle the correct word to complete each sentence.

1. Lan goes for a (walk, bird) in the park.

2. It is a very (both, long) path.

3. Lan sees a (or, bird) in its nest.

4. Will it (fly, long) away when it sees her?

5. Two ducks in the lake are (bird, both) wet.


6. Their (eyes, walk) are black.

7. Lan likes to watch (those, eyes) ducks.

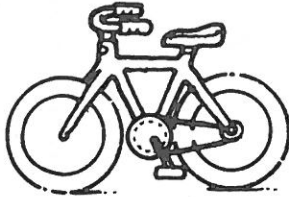
8. Lan has to go now (fly, or) she will be late.



# Words with Long *i*

 Circle the word that matches the picture.

1.



bake    bike

2.



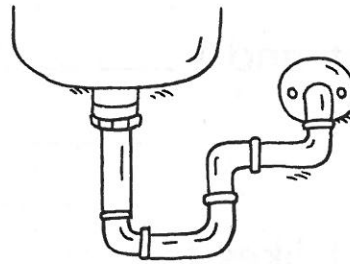
dime    dim

3.



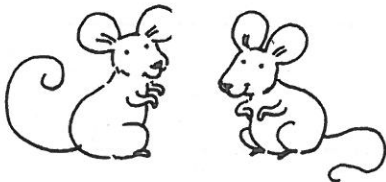
print    prize

4.



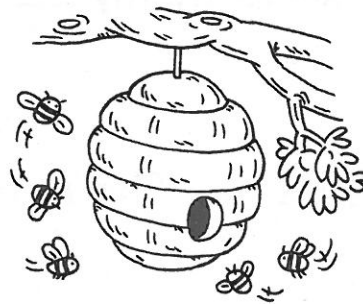
pale    pipe

5.



miss    mice

6.




hive    have

Name \_\_\_\_\_

# Words with Long *i*

**Animal Groups**  
Phonics: Words with Long *i*

 Write the word that best completes each sentence. Use words from the Word Bank.

## Word Bank

time  
smile  
ride  
like  
kite



\_\_\_\_\_

-----

1. Pat and I \_\_\_\_\_ to play.

\_\_\_\_\_

-----

2. Pat likes to \_\_\_\_\_ her bike.

\_\_\_\_\_

-----

3. I like to fly my \_\_\_\_\_.

\_\_\_\_\_

-----

4. Pat is fun. She makes me \_\_\_\_\_.

\_\_\_\_\_

-----

5. We have a good \_\_\_\_\_.

Name \_\_\_\_\_

# Spelling Words with the Long *i* Sound

**Animal Groups**  
Spelling: Words with Long *i*

## Spelling Words

drive  
time  
bike  
white  
kite  
like

 Look at the picture. Write the missing letter to complete each Spelling Word.

1.

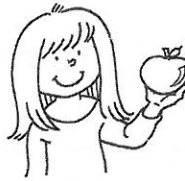


\_\_\_\_\_

\_\_\_\_\_

t \_ \_ m e

2.



\_\_\_\_\_

\_\_\_\_\_

l \_ \_ k e

3.



\_\_\_\_\_

\_\_\_\_\_

k \_ \_ t e

4.



\_\_\_\_\_

\_\_\_\_\_

b \_ \_ k e

5.



\_\_\_\_\_

\_\_\_\_\_

w h \_ \_ t e

6.



\_\_\_\_\_

\_\_\_\_\_

d r \_ \_ v e

Name \_\_\_\_\_

# Using *is* and *are*



Circle *is* or *are* to finish each sentence.

Then write those verbs.



1. The eyes \_\_\_\_\_ blue.

is      are

2. The snake \_\_\_\_\_ thin.

is      are

3. The chicks \_\_\_\_\_ soft.

is      are

4. The mice \_\_\_\_\_ very little.

is      are

5. The egg \_\_\_\_\_ small.

is      are

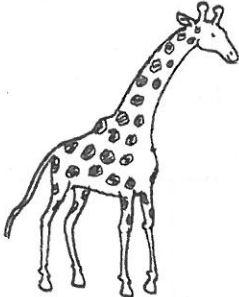


Name \_\_\_\_\_

# Using Clear Words

**Animal Groups**  
Writing: Write to Inform



Listen to the animal names. Read along. Make the meaning of each sentence clearer. Write new words to take the place of the underlined word or words.

<p>1.</p> 	<p>A giraffe is <u>big</u>.</p> <p>A giraffe is</p> <hr/> <hr/> <hr/>
<p>2.</p> 	<p>Puppies can <u>play</u>.</p> <p>Puppies can</p> <hr/> <hr/> <hr/>
<p>3.</p> 	<p>Squirrels can go up <u>tall things</u>.</p> <p>Squirrels can go up</p> <hr/> <hr/> <hr/>

Name \_\_\_\_\_

# Digraphs *kn, wr, gn, mb*

**Animal Groups**  
Phonics: Digraphs *kn, wr, gn, mb*



Circle the two words in each row that begin or end with the same sound. Write the letters that spell the sound.

kn	wr	gn	mb
----	----	----	----

<b>1.</b>	wrap	white	wrist		_____ - - - - - _____
<b>2.</b>	lamb	numb	crab		_____ - - - - - _____
<b>3.</b>	kite	knot	knack		_____ - - - - - _____
<b>4.</b>	grape	gnash	gnat		_____ - - - - - _____
<b>5.</b>	write	water	wren		_____ - - - - - _____
<b>6.</b>	knife	knit	kick		_____ - - - - - _____

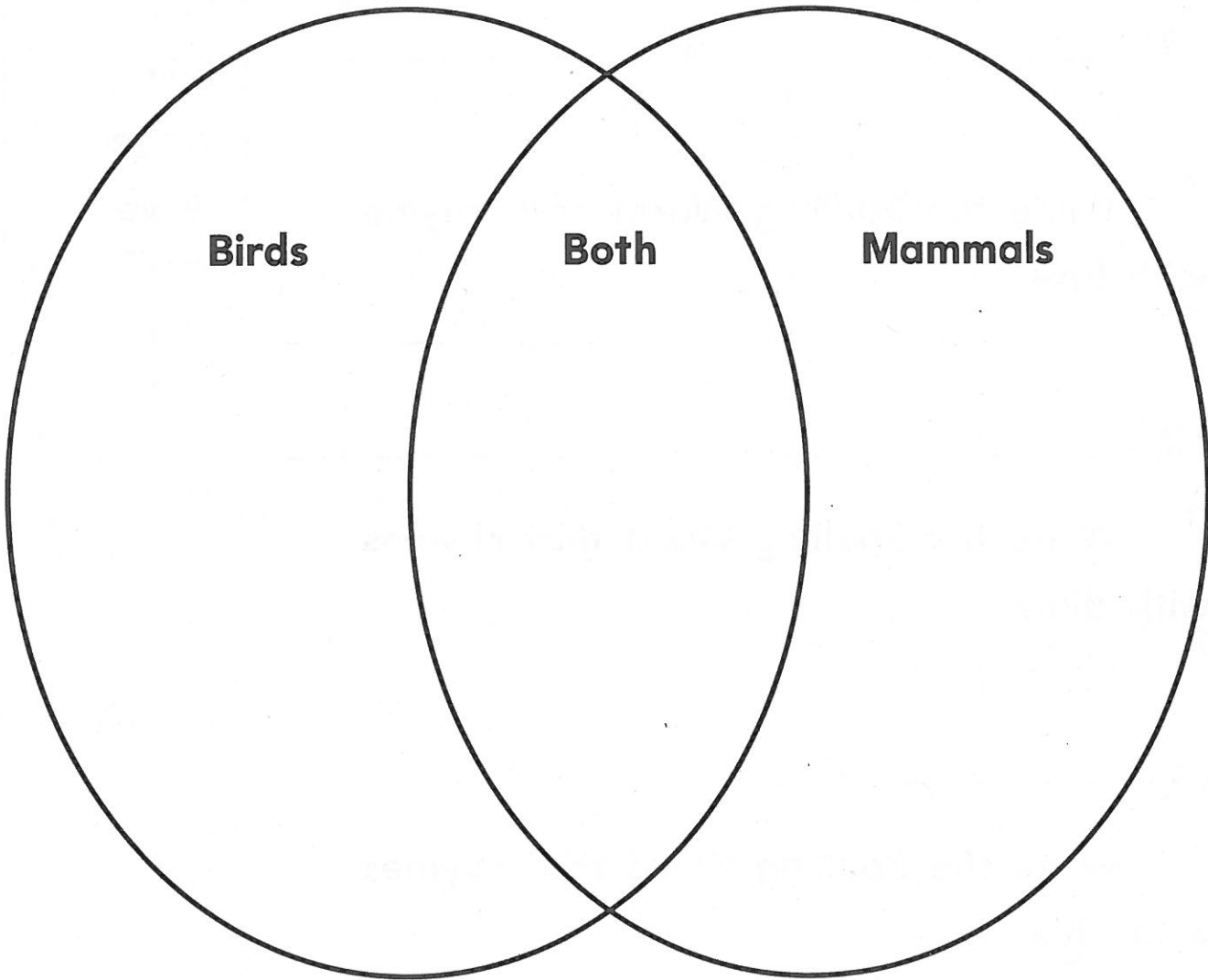
Name \_\_\_\_\_

# Compare and Contrast

**Animal Groups**  
Comprehension: Compare and Contrast



Write things about birds in the first oval. Write things about mammals in the other oval. Then write things about both of them where the ovals connect.



Name \_\_\_\_\_

**Animal Groups**  
Spelling: Words with Long *i*

**Spelling  
Words**

time  
like  
kite  
bike  
white  
drive

# Spelling Words with the Long *i* Sound



Write the Spelling Words that rhyme  
with **hike**.

\_\_\_\_\_

-----

1. \_\_\_\_\_ 2. \_\_\_\_\_



Write the Spelling Words that rhyme  
with **bite**.

\_\_\_\_\_

-----

3. \_\_\_\_\_ 4. \_\_\_\_\_



Write the Spelling Word that rhymes  
with **dime**.

\_\_\_\_\_

-----

5. \_\_\_\_\_



Write the Spelling Word that rhymes  
with **hive**.

\_\_\_\_\_

-----

6. \_\_\_\_\_



Name \_\_\_\_\_

# Using *was* and *were*

**Animal Groups**  
Grammar: The Verb *be*



Circle *was* or *were* to finish each sentence. Then write the verb on the line.

\_\_\_\_\_

-----

1. The cat \_\_\_\_\_ napping.

**was      were**

\_\_\_\_\_

-----

2. The ducks \_\_\_\_\_ in the pond.

**was      were**

\_\_\_\_\_

-----

3. The pigs \_\_\_\_\_ in their pen.

**was      were**

\_\_\_\_\_

-----

4. The snake \_\_\_\_\_ on the grass.

**was      were**

\_\_\_\_\_

-----

5. The frogs \_\_\_\_\_ in the water.

**was      were**

Name \_\_\_\_\_

# Spelling Words with the Long *i* Sound

**Animal Groups**  
Spelling: Words with Long *i*



Write the correct word to complete  
each sentence.

\_\_\_\_\_

-----

1. I ride my \_\_\_\_\_ today. (pin, bike, bake)

\_\_\_\_\_

-----

2. I do not have \_\_\_\_\_ to chat. (dime, tin, time)

\_\_\_\_\_

-----

3. I will fly my \_\_\_\_\_. (kit, kite, cap)

\_\_\_\_\_

-----

4. He will \_\_\_\_\_ the van. (drive, drip, dig)

\_\_\_\_\_

-----

5. I \_\_\_\_\_ to read with my dad. (lap, like, lake)

\_\_\_\_\_

-----

6. He has a \_\_\_\_\_ hat. (white, bite, what)

# Spiral Review



Circle the preposition in each sentence.

Decide if the preposition tells where or when. Write where or when on the line.

1. Fish swim in the lake.

---

---

---

2. The pup drinks after its mom has a drink.

---

---

---

3. The frog sits on a rock.

---

---

---

4. The fox runs up a hill.

---

---

---

5. The dog wakes at five.

---

---

---

6. Ducks fly over the pond.

---

---

---

Name \_\_\_\_\_

# Grammar in Writing

- The verbs **is** and **are** tell what is happening now. The verbs **was** and **were** tell what happened in the past.
- Use **is** or **was** with a noun that names one.



Fix the mistakes in these sentences.

Use proofreading marks.

Example: Frogs <sup>were</sup> ~~was~~ once tadpoles. A frog <sup>is</sup> ~~are~~ small.

1. Cats is mammals.
2. Dogs was once pups.
3. The fox were once a cub.
4. Apes is strong.

Proofreading Marks	
^	add
→	take out