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Cat and Bat

Can Cat nap?
Cat can nap.

Can Bat nap?
Bat can nap.

Cat and Bat nap.

Activity
Underline the words that have a short a sound.
Dan and Pam

Dan is a friend.
Dan can tag Pam.
Pam can tag Dan.
Dan ran and ran.

Activity
Write other words that have a short a sound.
Tam, Nat, and Cat

Tam can nap.
Nat can nap.
Cat can nap.
Cat can nap with Tam and Nat.

Activity
Write more words that have a t sound.
The Fan

Nan has a fan.
Van has a fat cat.
Nan can fan the cat.
The cat can have a nap.

Activity
Circle the words that have a short a sound.
A Mat for Pam

Pam had a sack.
The sack had a mat.
Pam sat on the mat.
Pam had a nap on the mat.

Activity

Underline the words that end in *ck*.
Fat Cat

Fat Cat sat in a van.
Fat Cat sat at the back.
Fat Cat sat on a bag.
Fat Cat sat with Nan.

Activity
Write words that rhyme with van.
Quick, Jack!

Quick, Jack!
You can win!
Run a quick run, Jack.
Jack can win.
You did it!

Activity

Circle the words that have a short /i/ sound.
Go, Jan and Jim!
Jan can jig.
Jan can kick.
Jim can dig.
Jim is quick.
Go, Jan and Jim!

Activity
Circle the two sets of words that rhyme.
Tim Can Win

Tim hits a ball.
Tim is quick.
Tim wins a pig.
The pig is big!

Activity
Write other words that start with w.
Big Grin
Tran has a big grin.
Tran hid in a crib.
Can Jan trap Tran?
Tran will see!

Activity
Circle the words that start with gr, tr, or cr.
Trix the Crab

Quick, Fran!
Trix the Crab ran.
Trix is on the grass.
Quick, Fran.
Grab Trix!

Activity
Write a sentence about Trix the Crab.
Cran the Cat

Zack grabs Cran the Cat.
Zack trips on a brick.
Cran grins at Zack.
Zack kicks the brick.
Zack grins at Cran!

Activity

Make a list of words that start with gr.
**Tad Ran Fast**

Tad grabs a pink ball.
Tad winks and grins.
He kicks fast past me.
Tad hits the ball.
I grab it and land in the grass.

**Activity**

Write three other words that are spelled with *nd*. 
**Stan Is Last**

Min can run very fast.
Min runs fast on land.
Stan grins, runs, and pants.
Min grins and runs past.
Stan comes in last.

*Activity*

Write a sentence about coming in last.
Ron the Fox

Ron the Fox trots a lot.
He trots and trots in the grass.
Ron trots and trips.
Ron the Fox sinks fast in the tall grass.
Ron the Fox can play lots and lots of tricks!

Activity

Circle the words that have a short o sound.
Did Wink Drop It?

Pop got Wink the Dog a ball.
Wink got the ball and ran.
Wink ran in a pond with Pop.
Wink and Pop got wet!

Activity

Write about what Wink and Pop did next.
Jen and the Pot

A lot of water is in the sink.
Jen has a big pot.
Jen can set the pot in the sink.
Jen can fill the pot.

Write a sentence about what Jen can cook in the pot.
Glen and Fred

Glen the Frog can hop.
Fred the Frog can hop.
Glen and Fred see Ben.
Ben is a bug with spots.
Ben sees Glen and Fred.
Glen and Fred hop away.

Activity
Write other words that rhyme with Ben.
**This and That**

This fox lives by a pond.
That pig lives in a pen.
This ant lives by a big shack.

**Activity**

Write about another animal and its home.
**A Pet Shop**

I am at a big pet shop.
Rex sits still in this big shop.
I think Rex is sad at the pet shop.
I think I will get Rex!
Rex will live with me.
Rex will run in the grass!

**Activity**

Write about what Rex will do next.
Lots of Fun for Pup

Pup has an instrument.
Pup can tap the drums—tap, tap, tap.
Pup can make fun music.
Pup can tap in a band!

Activity

Underline the words that have a short u sound.
Fun in the Hot Sun

Catch a big fat bug.
Catch a big red ball.
Run fast in the tall, thick grass.
You can have lots of fun in the hot sun!

Activity

Write about what you like to do in the sun.
Plant Fun

I have lots of fun with plants.
I can put them on stands.
They can get lots of sun.
They can grow fast.
I can clip the plants if they get big.

Activity

Write five words that start with cl or pl.
The Fast Hen Club

A hen club met in the grass.
The hen club had a big plan.
The hens slid fast down the hill.
They ran fast past the mill.
Then hen club fled up a big hill!

Activity
Write a sentence about the hen club.
Glad Stan

Stan is a big black ape.
Stan grins and is glad.
Stan can sit and rest.
He can run and jump.
Stan is fast.
Stan can snack and sip.
Stan is a happy ape.

Activity

Write the words that rhyme with Stan.
Kate and the Croc

Kate stands on land.
Kate gazes at the crocodile.
Kate waves at it.
The croc can not wave back.
It grins a big grin.
Kate makes a friend.

Activity
Write a sentence about Kate.
Jane Wades

Jane wades in a big lake.

“Hello, Jane,” says Dave.

“Care to swim?”

“Yes,” Jane says.

“Get Mom, Nate, Tate, and Kate.”

Activity

Circle the words that have a long a sound.
Stan and Stef see a small snake.

The snake has a big black spot.
Stan and Stef stand still.

The snake is swift.

It slips away.

**Activity**

Write three words that start with *st*. 
Dan and Spot

Dan and Spot get set.

Spot stands still.

Dan gives Spot a quick bath.

Dan will brush Spot.

Spot smells sweet!

Activity

Circle the words that begin with an 's.'
Chip’s Chicks

Chip has a lot of eggs.
Chip is watching the eggs.
Can the chicks hatch?
Hatch, chicks, hatch!

Activity
Write about how a chick hatches.
Chad and Me

“When can we spot a wave?” I ask.

“Late in the afternoon,” Chad says.

I check a clock.

“Not yet, then,” I say.

Activity

Write three words that start with wh.
Life at a Lake

The sun shines on the lake.
I like to dive and swim in it.
I dive with Chad and Mike.
Mom dives, too.
It is fun and makes me smile.
All of us spend lots of time at the lake.

Activity

Draw what you like to do.
A Big Pile of Mud

Spike likes to play.
He plays in piles of mud.
It is fun.

Spike likes to slide in the mud.
Spike likes to hide in the mud.

Activity

Write three words that rhyme with slide.
Scrape and Scratch

I run fast.
I land on a big rock by a strip of grass.
I get a scrape on my leg.
“My leg has a scratch!” I yell.

Dad gets ice.
I put it on my leg.
I am fine.

Activity
Write another word that starts with scr.
Gram’s Cat

Gram has a big cat.
Its name is Nate.
Gram likes to hide from Nate.
Gram likes to stretch like Nate.
Gram likes to strut like Nate.
Gram and Nate like snacks and naps.

List some other things Gram and Nate like to do.
A Lone Bobwhite

I spot a lone bobwhite.
It dove past my home.
It rose and sat on a cone.
I hope it will not bite my nose!

Activity
Write a word that rhymes with *hope.*
A Cat and Duck in the Grove

Cole the cat saw a duck in a nut grove.
The duck sat in a big hole.
Cole woke the duck with a poke.
Cole told him jokes.
He hopes to make a friend!

Activity
Draw a picture of the duck next to Cole.
Jude’s Pile of Cubes

Jude will make a pile of cubes.
He will set the cubes in a tube.
Jude will use the cubes to make a long flute.
He will play a tune on the flute.
Jude will have lots of fun!

Activity
Underline the words that have a long u sound.
Cute Duke

Duke is a cute robot.
Duke is not rude.
Duke can make ice cubes.
Duke can even clean homes.
Duke can get rid of old junk for you.

Activity

List five words that have a long u sound.
**In May**

The sun will shine in May.
Then we will get to play.
It may rain but let us just wait.
It may not stay that way.
The sun may rise the next day!

**Activity**

Write three words that rhyme with *May.*
Rain?

“On which day might it rain?” asked Jane.

“On this day,” said Shane.

“We can not go on a hay ride if it rains!” said Jane.

“Wait! I see the sun’s rays,” said Shane.

Activity

Circle the words that have a long a sound.
In the Deep Sea

Reed likes to dive in the deep sea.

He can see lots and lots of fish.

Today Reed sees green and teal fish.

Reed and the fish leap in and out of the sea.

Activity

Draw other creatures you might see in the deep sea.
Pete’s Street

We can see a big tree on Pete’s street.

We can hear sweet birds sing—tweet, tweet.

We can hear bees—buzz, buzz.

We can keep a log of what we see each day.

Activity

Write about what you see on your street.
Sunny Tummy

My tummy feels bad and I am quite chilly.
My mom tells a joke that is silly.
It has lions and dragons that are funny.
The joke makes me grin and feel happy.
I have a sunny tummy!

Activity
Write three words that have a y at the end of them.
Penny and Sandy

Penny and Sandy are Andy’s baby bunnies.

Penny is a funny, silly bunny.

Sandy is a messy, grumpy bunny.

Andy will study hard to try and keep them happy.

Penny and Sandy are lucky to have Andy take care of them.

Activity

Write the words *I study hard to.* Then, finish the sentence.
Show Me

“I like to sing,” said Jo.

“Show me, Jo” said Mo.

“No, I can not,” said Jo.

“Go on,” said Mo, “Just try.”

“Row, row, row your boat!” sang Jo.

Activity

Write words to a song. Use three words that have a long o sound.
Row and Float!

“Let’s go row a boat today,” said Dad to Flo.

“I love to row!” said Flo.

Dad and Flo float on a boat in the lake.

“Some day I will own a boat!” said Flo.

Activity

Make a list of words that rhyme with boat.
My White Kite

My white kite went up in the sky.
I did not stop its flight.
I tried to hold on tight, but it went way up high.
The Bright Light

Did you see the bright light?
It seems to glide over me.
My dad says it’s a plane flying high.
I sigh and say that he is quite right.

Activity

Draw a picture of what else the bright light could have been.
Barb’s Car

Barb parks a car.
Barb paints it bright like a star.
It is so bright that it glows in the dark.
Barb likes to drive the car far at night.
She parks it by her farm under the stars.

Activity
Write five words that rhyme with car.
At the Park with Star

At the park, Tara and Amar play with a smart pup.

Mark owns the pup.

The pup’s name is Star.

Star can jump high.

Star can run far in the park.

Star can then rest when it gets dark!

Activity

Write your own story. Use words that have the ar sound as in park.
Play That Horn

I can play a horn on a boat.
I play on land when we are in the port.
I was born to play the horn.
I can play any form of music.
The horn has made me a star!

Activity
Write about a form of music that you would like to play.
Which Sport?

“Which sport do you play?” Tim asks.

“I skate up north,” I say.

“I thought that is sort of hard,” Tim says.

“No, you forget that I skate for fun,” I say.

Activity

Write about a sport that you like.
How does a plant grow?

First, plant a seed in the dirt.
See that the dirt is wet.
Lots of sun can not hurt.
In a short time, see it grow!
It will turn into a big plant!

Activity
Write three words that rhyme with \textit{dirt}. Are they all spelled with \textit{ir}?
A Firm Apple

When summer turns to fall, you can pick an apple.

First, check to see if it’s nice and firm.

If it is, then clean off the dirt.

Then, take a bite. Yum! Yum!

Activity

Write about your favorite fruit. Use words that rhyme with firm.
Wow! Bugs!

Dan says, “Look down!”

“Wow! Bugs!” Kim.yells.

“There are lots of brown bugs!”

Dan asks, “How did so many bugs get here?”

Kim curls her lips into a frown.

“They must have come from down south!”

Activity
Write about bugs you have seen in your town.
Kate and Roo like to play.
On this day, they will pretend to zoom up to the moon.

“Let’s go at noon,” Kate said.

“Take a helmet!”

“Take boots!” said Roo.

“We’ll zoom right out of this room!”

Zoom!

Activity

Write your own story about zooming to a new place.
“I want to be a cook,” said Brooks.

“Then cook with me,” said Mom.

“Here is a cookbook.”

“Look, here is an interesting food. Let’s cook this!” said Brooks.

Brooks and Dad made the food and ate it, too!

Activity

Write about what you would like to cook.
The Fawn

Look at the wild fawn.
It came out at dawn.

The fawn is standing right on the lawn.
Will the fawn run if I yawn?

Activity
Write about what the fawn might do if you yawn.
**Sandbox Toys**

Shawn said, “Boy, oh boy! I can’t wait to play with toys in the sandbox.”

“That sounds like fun.” said Lil.

“Can I join you?”

“Yes,” said Shawn.

“Join me but do not spoil my mound of sand!”

**Activity**

Write as many words as you can that rhyme with boy.
Roy, Joy, and Koy

Roy and Joy had to make a house for Koy the Pup.

“Let’s get to work!” said Joy.


Roy and Joy made a house.

“Here, boy!” Roy called.

Roy showed Koy his new house!

Activity

Write your own story about Roy, Joy, and Koy.
Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

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- three-, four-, and five-part sound boxes
Sorting with Students

Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

**Getting Started**

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an “open sort.” Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.

**Instruction**

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.

Incorporate the following activities over several days. Spend just 10–15 minutes at any one time and pick up where you left off during the next small group lesson.

1) **Check that students can read the words of the sort.** Students must be able to read most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.

When first sorting, model for students how to read through the words. Read the word cards in an “I know it; I don’t know it” fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.

Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.

2) **Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹

- **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

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you are doing as you compare the word or picture to the key words or pictures.

- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.

- **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.

- **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.

3) **Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.

- **Accuracy in sorting.** See if students sort the words in the correct columns.

- **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.

- **Reflection and use.** See if students can explain the sort: “Why did you sort the way you did?” Look in students’ first-draft writing to see if they spell the sound or spelling pattern correctly in related words.

### Sorting at Different Instructional Levels

There are several considerations when sorting across instructional levels and grades.

- **Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: “I am going to say two words, tell me if they sound alike in the middle.”**

- **Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: “Look for long a and long o words that have the CVVC pattern as in nail and coat.”**

- **Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the -tion suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:**


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Picture Cards

Consonant Digraphs
Long a Picture Cards
R-Controlled Vowels Picture Cards
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<tbody>
<tr>
<td>school</td>
<td>why</td>
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<tr>
<td>today</td>
<td></td>
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<tr>
<td>call</td>
<td>more</td>
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<td>------</td>
<td>------</td>
</tr>
<tr>
<td>funny</td>
<td>so</td>
</tr>
<tr>
<td>how</td>
<td>there</td>
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</tbody>
</table>
every
people
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new

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old

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work
<table>
<thead>
<tr>
<th>any</th>
<th>friends</th>
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</thead>
<tbody>
<tr>
<td>boy</td>
<td>girl</td>
</tr>
<tr>
<td>by</td>
<td>water</td>
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<tr>
<td>does</td>
<td></td>
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<tr>
<td>across</td>
<td>saw</td>
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<td>---------</td>
<td>--------</td>
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<tr>
<td>borrow</td>
<td>trip</td>
</tr>
<tr>
<td>carry</td>
<td>upon</td>
</tr>
<tr>
<td>eight</td>
<td>walked</td>
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<tr>
<td>once</td>
<td></td>
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<td>about</td>
<td>says</td>
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<td>---------</td>
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<tr>
<td>concentrate</td>
<td>splendid</td>
</tr>
<tr>
<td>give</td>
<td>were</td>
</tr>
<tr>
<td>pretty</td>
<td>write</td>
</tr>
</tbody>
</table>
better
difficult
buy
move
change
ripe
ball  perhaps
head  should
meadow  shout
never
also  danger

beautiful  or

because  other

blue  until
another
climbed
full
leaped

lucky
poor
through
<table>
<thead>
<tr>
<th>curious</th>
<th>idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>grew</td>
<td>knew</td>
</tr>
<tr>
<td>house</td>
<td>would</td>
</tr>
</tbody>
</table>

Vocabulary Word Cards

Unit 5 • Meet Ben Franklin
<table>
<thead>
<tr>
<th>against</th>
<th>season</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>sure</td>
</tr>
<tr>
<td>fall</td>
<td>wondered</td>
</tr>
<tr>
<td>orange</td>
<td>yellow</td>
</tr>
<tr>
<td>air</td>
<td>open</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>cub</td>
<td>learn</td>
</tr>
<tr>
<td>enough</td>
<td>wild</td>
</tr>
<tr>
<td>eyes</td>
<td></td>
</tr>
</tbody>
</table>
always
love
father
mother
firm
supposed
four
<table>
<thead>
<tr>
<th>along</th>
<th>nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>early</td>
<td>suddenly</td>
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<tr>
<td>errand</td>
<td>thought</td>
</tr>
<tr>
<td>instead</td>
<td></td>
</tr>
<tr>
<td>build</td>
<td>laugh</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>goes</td>
<td>only</td>
</tr>
<tr>
<td>interesting</td>
<td>ordinary</td>
</tr>
</tbody>
</table>
around  certain
begin    daydream
brought minutes
cancel   straight
Short o Word Maker

Materials
Word Wheel (p. 158)
pencils
Spelling Word Cards (pp. 92–121)

Skill: short o words

Prepare: Provide a word wheel for each player. On the outside wheel, have players write *ot*.

Play: On the inside wheel, invite players to write as many consonants or consonant blends as they can to complete short o words. Players may want to refer to their Spelling Word Cards to help them find more words.

Concentration

Materials
Cards (p. 159)
pencils

Skill: word recognition

Prepare: Give each player a copy of the cards. Review the high-frequency words or word families, then guide children to write each word on its own card. Cut out each card.

Play: Organize players into pairs. Have children combine their cards into one pile and then lay each card face down on the table. Players take turns choosing two cards at a time, trying to find a matching pair. If the word cards do not match, then the cards are turned face down again. Remind players to read each word before they collect them or turn them back over. The player with the most matching sets is the winner.

Rhyming Word Tic-Tac-Toe

Materials
Tic-Tac-Toe grid (p. 160)
Picture Cards (pp. 68–89; choose CVC words that have rhymes)
pencils

Skill: rhyming words

Prepare: Give partners a Tic-Tac-Toe grid. For easier use, you may want to enlarge the board while photocopying. Have players place picture cards face down on each space of the game board.

Play: Players take turns. The first picks up a picture card and names the picture. Then he or she has to say a word that rhymes with the name of the object. If successful, that player can then place an O or an X in that space. The winner is the player who first gets three Os or Xs in a row horizontally, vertically, or diagonally.

For a challenge, have players use the 4 x 4 grid. Have them say two rhyming words before they can place their O or X.
What Comes Next?

Materials
- Puzzle Pieces, three pieces (p. 164)
- crayons
- scissors

Skill: Beginning, Middle, and End

Prepare: Tell each player to think of their favorite fairy tale or nursery rhyme. Give each player a copy of the three interlocking puzzle pieces. Have players draw a picture on each puzzle piece to show the beginning, middle, and end of their favorite story. Then each player cuts his or her puzzle pieces apart.

Play: Ask players to exchange their puzzle pieces with a partner. The partner will first put the puzzle pieces back together and then guess the story that is illustrated. Switch roles and repeat.

Sound Bingo

Materials
- 5 x 5 grid (one per player; p. 162)
- 4 x 4 grid (optional; p. 161)
- game markers
- Word-Building Cards (pp. 90–91)
- pencils

Skill: letter/sound recognition

Prepare: Give players a grid and game markers. Pick alphabet letters from the Word-Building Cards. Ask a volunteer to say the sound of the chosen letter. Players then write the letter onto their grid. Continue until all of the squares are filled.

Play: Play bingo by calling out various letter sounds. Players place markers on the corresponding letters. Play until one player has five markers in a row vertically, horizontally, or diagonally. You may use the 4 x 4 grid for a shorter game.

Letter Slip and Slide

Materials
- Slip Strips (p. 163)
- Spinner (p. 155)
- pencils

Skill: decoding words with short o

Prepare: Organize players into groups of three. Give each player a copy of the slip strips. Have them write ock in the rectangular space to the right of the slots. Then have each small group make a spinner. Write the following consonants and consonant blends evenly around the spinner: d, j, l, m, r, s, t, cl, st, fl, sm.

Play: Each player spins the spinner and writes the letter onto his or her sliding strip until there are four different consonants or consonant blends on each strip. Players then take turns decoding and reading the words they have created using their letter slip and slide.
The Long Ride

Materials
Oval board (p. 156)
4-part spinner (p. 155)
Word-Building Cards (b, h, k, p, r, s, t, w; p. 90)

Skill: recognizing short i

Prepare: Two or three players can play this game. Copy the oval game board. Draw a star in one square to indicate the beginning and ending point and the following endings on the board in an alternating pattern: _id, _it, _ip.

Also give each group a 4-part spinner numbered with 0, 1, 2, and 3.

Play: The first player spins the spinner and moves his or her marker the number of spaces indicated. Then that player chooses a word-building card and looks at the word ending in the square. The player reads the word he or she has created. If a nonsense word is created, the player continues choosing word-building cards until a real word is made. The game continues until each player has been around the oval twice.

---

Read the Room Game

Materials
S-shaped board (p. 157)
4-part spinner (p. 155)
game markers

Skill: high-frequency word recognition

Prepare: This game is for two players. Copy the S-shaped board for each pair. Label the first square begin and the last square end. Fill in the remaining squares with high-frequency words such as and, are, do, for, go, has, have, he, here, is, like, little, look, me, my, play, said, see, she, to, the, this, was, we, what, where, with, you.

Give each pair a 4-part spinner filled in with the numbers 1, 2, 3, and 4.

Play: Each player spins the spinner and moves the number of spaces indicated. The player then reads the high-frequency word on which he or she has landed. Once the player has read the word on the board, then both players look around the room for the word. The first player to find the word spins the spinner. If neither player can find the word then the other player goes next. The winner is the player who reaches the end square first.

---

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1. Cut out and complete a spinner.

2. Mount it on heavy paper.

3. Attach arrow with brad.
1. Cut out and complete each wheel.

2. Attach small wheel on top of large wheel with a brad.
Tic-Tac-Toe
4x4 Grid
5x5 Grid
Additional Literacy Support

Use the pages in this section to support reading comprehension, writing, listening, and speaking activities.

Rhymes and Chimes .......................................................... 168
- illustrated poems that support phonemic awareness

Story Patterns ...................................................................... 198
- illustrations of characters for retelling main selections

Reader Response Sheets .................................................... 229
- forms for fiction, non-fiction, and poetry

Writer’s Checklists ................................................................ 232
- checklists for use with fiction and nonfiction writing

Proofreading Marks .......................................................... 234
- common proofreading marks to post or hand out

Writing Rubric ........................................................................ 235
- four-point rubric to customize with the class

Anchor Papers ........................................................................ 236
- writing samples with each score in each unit genre
- explanation of scoring based on six traits

Picture Prompts ..................................................................... 260
- *Writing to Picture Prompts* – tips on using the prompts for writing and test preparation
- prompts with illustrations and photos

Theme Project Checklists .................................................... 267
- reproducible student checklists for the Unit Theme Projects

Listening and Speaking Checklist ....................................... 270
- list of listening and speaking behaviors to post
Who Is That?

Who is that? It’s a very fat cat.
Who is that? It’s a dog with a hat.
Who is that? It’s Sam and Pat!
My best friend is Mary Pat. She likes things that rhyme with cat. What does she like?
Here Is Little Pig
Here is Little Pig.
She can dance a silly jig.
She can wear a silly wig.
Silly Little Pig!
My Pet’s Trick

Brad the Crab has just one trick.
And that’s okay with me.
When I grab for Brad the Crab,
he runs away from me.
Skunk and Chipmunk

Little Skunk went to school.
Chipmunk went there, too.
Chipmunk read his friend a book about animals in a zoo.
Chip read and read and then Skunk said,
“I know what we must do.
Let’s pretend for the rest of the day to be jumping kangaroos!”

Phonemic Awareness: blends /nd/, /st/, /nt/, and /nk/
Hot Pot!

Hot pot! Hot pot! Can you rhyme, or can you not?
I can rhyme, but I forgot.
Help me make a rhyme for pot.
Ned and Fred

Ned got up and out of bed. Then he went to get his sled. “The snow fell!” he called to Fred. “Get up now, you sleepy head!”

Phonemic Awareness: short /e/
A Cub Scout’s Birthday

Shout, shout,
Shout it out!
Today is the birthday
Of this Cub Scout.
His face has a smile,
Not a pout!
A Hug for a Slug

A slug on a rug
wasn’t happy or snug.
It took a short run,
had fun in the sun,
And found someone
to give it a hug!

Phonemic Awareness: rhyme and short /u/
Play Day

Gingerbread kids went out to play.
The sky was clear and blue.
They flew a kite,
slid down a hill,
and were glad the whole day through!
Jake the Snake

Jake the Snake
Was not quite awake,
When he made a mistake
And curled up in a rake.
My Hound Dog

Sniff, sniff, goes the slow hound, Spot.
He sticks his nose to the ground.
He smells all the things his nose comes upon,
and swishes his tail around.

Phonemic Awareness: /sn/sn-
Mom's Socks

When Mom sewed white socks, stitch, stitch, stitch, they made her two feet itch, itch, itch.

When Mom sewed on a patch, patch, patch, her white socks didn't match, match, match.
The Missing Dime

Who stole the goose's dime?

What was the time?

Goodness! Gracious!

What a crime!
It’s Spring
It’s Spring! It’s Spring!
Let’s go to the stream!
Let’s splash in the water
and let out a scream!

Phonemic Awareness: triple-consonant blends /skr/, /spl/, /spr/, and /str/
The Dragon Spoke

With a puff of smoke,
The Dragon spoke.
"Tell me a story!
Tell me a joke!"
I learned to play the flute one day in sunny June.
I thought it sounded cute,
my funny, happy tune!
Fishing Today

Today we’re going fishing.
We’re going to the lake.
I will take the poles and
Joe will bring the bait.
Yes, today we’re going fishing,
And I can hardly wait!
Sweet Pete

My dog Pete is really sweet.
He loves to say hello.
So if you greet him on the street
He might not let you go!

Phonemic Awareness: long /e/
Puppy or Guppy?

Would you be happy
If you wanted a puppy
And your mommy or daddy
Got you a guppy?

Phonemic Awareness: final long /e/
Out in the Cold

I go out in the cold
to watch the snowflakes float.
I hold out both my hands,
but they land upon my coat!

Phonemic Awareness: long /ə/
Dwight the Knight

Dwight the Knight
Was afraid he might
Meet a wild monster
And have to fight.
Did he try one night?
If I saw an Alligator

If I saw an alligator
with teeth so sharp,
I’d say I was busy
and quickly depart!

Phonemic Awareness: r-controlled vowel /är/
Chores in the Morn

It’s time for chores at Old North Farm and the dog howls for food by the door. The horse gets some hay, the chickens peck corn, and the old cow keeps mooing for more.
Covered with Dirt

Look at my shirt!
Look at your skirt!
We’re covered with dirt,
but we didn’t get hurt!
No Rain to be Found

The river is low.
The water is brown.
It hasn’t rained.
No drops came down.
Wait!
The clouds are gray.
We shout, "Hooray!"
We’ll play in the house
on a rainy day.

Phonemic Awareness: /ou/
Take a Look

Snuggle up in your own little nook, or sit beside a bubbling brook. Be sure to take a special book. Open it up and take a look!

Phonemic Awareness: /u/
At the Fair

We went to the fair at noon.
We rode the Loop-the-Loop,
ate ice cream by the scoop,
and each got a big red balloon!

Phonemic Awareness: variant vowel /ü/
My Pup Paul

My pup Paul cannot be taught
That toys are to be chased and caught.
After running around, he likes to yawn
And pause for a nap on the shady lawn.
Birthday Boy

Point him out,
The birthday boy!
We all brought gifts
We hope he’ll enjoy.
Happy birthday,
Edward Roy!

Phonemic Awareness: rhyme and /oi/
Little Red Hen Story Patterns
Name

[Image of a man standing next to a sign that says "DON'T BUY CALIFORNIA GRAPES!"]
Name

Reader Response

Title of Book: __________________________

Author: ________________________________

How did you like this book? Circle a face.

Liked  Okay  Disliked


Reader Response: Fiction
Name ____________________________________________

Reader Response

Title of Book: ____________________________________________

Author: ____________________________________________

How did you like this book? Circle a face.

Liked                       Okay                      Disliked

Response: Draw a picture of a scene from the book. Label the parts of the picture.

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Reader Response

Title of Book: ____________________________________________

Author: ________________________________________________

How did you like this book? Circle a face.

[Images of three faces: Liked, Okay, Disliked]

Response: Choose a word that you liked in the poem. Draw a picture of how you feel that word looks.
## My Writer’s Checklist
### Fiction

Read each question. Circle your answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have a main character?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I tell about interesting events?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I use descriptive words?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I have a beginning, middle, and end?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I begin each sentence with a capital letter?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
</tbody>
</table>

How did I do?

**Draw a face to show how you feel about your work.**

---

**Teacher:** The main character can be the child in first person. See also Proofreading Marks, page 234, and the Writing Rubric, page 235.
# My Writer’s Checklist

**Nonfiction**

Read each question. Circle your answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have a main idea?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I have supporting details?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I start with a sentence that tells what my topic is?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I explain my topic for my reader?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
<tr>
<td>Do I end each sentence with a punctuation mark?</td>
<td>![Yes]</td>
<td>![No]</td>
</tr>
</tbody>
</table>

How did I do?

**Draw a face to show how you feel about your work.**

**Teacher:** See also Proofreading Marks, page 234, and the Writing Rubric, page 235.
Make a capital letter.

we went to the park.

Add.

we
Then we ate lunch.

Take out.

The tall trees were very tall.
<table>
<thead>
<tr>
<th>1</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

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Sports
By Caitlin F.

Runig hops troo benbags i love sprorts! runig fast isgood. Baysbal playur runz fast and soker toyou cn run fast if you wanto

Ideas and Content / Genre  The writer shows little to no understanding of the purpose for writing. There is no apparent development of supporting ideas or details to elaborate on the narrative.

Organization and Focus  The writing does not exhibit a sense of organization, and may include scribbles or simple letter strings. The writer may have an understanding of left-to-right progression, without apparent organization of ideas given. There is no use of transitional devices.

Voice  The writer shows little to no awareness of personal narrative form and audience.

Word Choice  Word choice is very basic, with many spelling errors.

Sentence Structure / Fluency  The writer writes with minimal or very basic understanding of sound/letter correspondence. Sentence structure is very basic or non-existent, incomplete, confusing, and difficult to read aloud.

Conventions  There are numerous grammar, spelling, and punctuation errors.
The Book Fair
by Jean B.

It's to raise money. You can bring new books or ones you read. I brought two of mine. Mom bought a new one to. The Cat in the Hat. We had the fair in gym. The teachers showed us where to put books. Many people came. They shopped. We made piles of books on tables.

Ideas and Content / Genre The narrative is generally focused on the topic, and shows some understanding of the purpose for writing. Some supporting details are used, but no thoughts or feelings are included.

Organization and Focus Some attempt is made at an organizational pattern, although details are presented in an illogical order. The piece may lack an introductory or concluding sentence.

Voice The writer shows some awareness of personal narrative form and audience.

Word Choice The writer uses predictable words, and does not use detailed phrases.

Sentence Structure / Fluency Sentence structure is basic, and most common words are spelled correctly. Sentence constructions are generally simple with little variation.

Conventions There are some grammar, spelling, and punctuation errors.
A Different Bake Sale
by Shari E.

On Monday we had a bake sale. It was not like other bake sales. Everything we baked had to be healthy. That was the difference. Before we made stuff, we had to get special recipes. First we had to tell the teacher what we were making. Kids and their family made things with no sugar. I brought fruit salad and granola bars. There were also healthy cookies and honey cakes. Some kids said they taste better than other cakes. We all tried new foods. It was great!

Ideas and Content / Genre The narrative is focused on the topic, and contains some supporting ideas and specific details. It includes some thoughts and feelings.

Organization and Focus The writing has a general sense of wholeness, and relates major events in the order in which they occurred. It generally uses transitional devices.

Voice The writer shows awareness of personal narrative form and audience, and usually maintains a controlling idea throughout.

Word Choice The writer uses adequate words that may occasionally lack precision or be predictable.

Sentence Structure / Fluency Sentence constructions are simple, but use variation. A few sentence fragments may occur. Occasional errors in subject/verb agreement may occur, but do not impede communication.

Conventions A few grammar, spelling, and punctuation errors occur.
Our Class Trip  
by Rauha T.

The class walked to the fire house on Monday. First we met the firefighters and saw where they sleep. Then we met Buddy, a big black and white fire dog. He’s a Dalmatian. When we saw the big, red fire engine, some of us said, “Wow!” We had not seen one up close before. Then we helped wash the truck. The firemen let us climb onto the truck to see what it was like. Then firefighters helped us to try on some of their equipment. We put on fire coats, boots and helmets. The coats were very heavy! Last, we learned about fire safety. Our trip to the fire house was fun.

Ideas and Content / Genre  The narrative is focused on the topic, and contains supporting ideas, details, thoughts, and feelings.

Organization and Focus  The narrative has a sense of wholeness, with a clear beginning, middle, and end. Transitional devices are used effectively to connect sentences.

Voice  The writer demonstrates a strong sense of purpose, and awareness of personal narrative form and audience. The writer maintains a controlling idea throughout.

Word Choice  The writer uses appropriate and specific words, at times beyond level. Basic words are spelled correctly, but beyond level words may be misspelled.

Sentence Structure / Fluency  The writer uses a variety of sentence constructions, and chooses words and phrases that help move the story at a good pace.

Conventions  The writer has a clear grasp of the conventions and the work is generally free of grammar, spelling, and punctuation errors.
sapriz
by Austin R.

he woke he look. sapriz! sno!!! nvr sno befr.
gren cot hat gluvs frens play sno
no rane no hal no trndo no wnt
fun sno

**Ideas and Content / Genre**  The writer does not write an understandable story and lacks an understanding of the purpose for writing.

**Organization and Focus**  Ideas have a minimal sense of order. The writer may have an understanding of left-to-right progression, but with little to no organizational pattern of ideas.

**Voice**  The writing is grammatically incorrect and hard to read. There is very little sense of connectedness or progression.

**Word Choice**  Words used are limited and the writer does not demonstrate an understanding of everyday words.

**Sentence Structure / Fluency**  The writer does not write complete sentences. Sentence fragments may be mixed with lists and strings of loosely related words and ideas.

**Conventions**  There are many grammar, spelling, and punctuation errors. The writing is very difficult to read.
Mrs Mouses Brav Mornig
by Tarik R.

Mrs Mouse was a hury. It was erly one mornig. She had to get food for the babys but the cat is in the kichen he was very big. The babys were scared of him. Mrs Mouse need the crums. Mouses so small!

She made her self be brav. She peked out of the hole. She ran up the high cowntor. She miss her babys. Then she found a craker it was good luck! She put it in her little mouth. She tookt it back to the hole.

I Ideas and Content / Genre The writer writes sentences about a character, but omits important events in the story. The writer is generally focused and aware of the purpose for writing.

Organization and Focus The organization of the narrative is not consistent. The story may lack an introductory or concluding sentence. There is no definitive beginning, middle, or end.

Voice The tone is stilted or unnatural, and the writer may paraphrase a familiar story. There is a limited sense of progression.

Word Choice Words used are vague and predictable. Use of detailed phrases is limited.

Sentence Structure / Fluency There are sentence fragments and run-on sentences. The writer uses awkward constructions, with some attempt at variation.

Conventions There are some grammar, spelling, and punctuation errors. Common words are spelled correctly for the most part.
Row Your Boat
by Skylar Y.

Summer was Joeys favorite time. But today it would be the most exciting thing of all. They had row boats at the lake. When they got to the lake, Joey picked a blue row boat. The man at the dock gave Joey a life preserver.

Why do I need this Joey asked.

Here is how you row said Dad. When they were in the boat, Joey saw a fish jump out of the water. He tried to catch it. He fell in the water! The orange life preserver made him float. Dad helped him get back in. Joey was all wet. But he was safe.

Now I see why I have to wear it Joey said.

Ideas and Content / Genre The writer creates a story with a main character and events. The writer is aware of the audience and the purpose for writing.

Organization and Focus There is an evident organizational pattern and a sense of beginning, middle, and end. The story demonstrates a sense of completeness.

Voice The story is written in a correct but formal tone; the writer chooses a main character and events that reflect the writer’s interests and personality.

Word Choice Word choice is adequate to describe the characters and events, though sometimes lacking in precision.

Sentence Structure / Fluency The writer uses sentences that sound conversational when read aloud. The writer also uses conventional structure and word order. Most sentences are complete, although a few fragments may occur.

Conventions There are few errors in grammar, spelling, and punctuation. Common words are spelled correctly, and proper nouns are capitalized.
All the animals made fun of Ginny Giraffe. They said her neck was too long and it looked funny. No one else had a neck as high up as Ginnys.

One spring day Ginny heard Mrs. Bird cheeping. Her baby was stuck in a tall tree. He was too scared to fly down. Ginny raised her long neck up and the baby bird hopped on Ginny Giraffes head. Then Ginny put her head down to the ground. The baby bird jumped off and ran to his mother.

All the animals said “Harah!” Then they were so glad that Ginny had a long neck. They stopped making fun of her. Speshly the birds.

Ideas and Content / Genre  The writing is clearly focused on a topic throughout, with clear characters and movement of the story line. The reader is able to understand a clear beginning, middle, and end.

Organization and Focus  The story includes a clear beginning, middle, and end in order, with good use of transitional devices. The ending is complete and the story feels whole.

Voice  The writer writes in a conversational tone and chooses a main character and events that reflect the writer's interests and personality.

Word Choice  The story includes varied and appropriate words, at times specific and beyond level.

Sentence Structure / Fluency  The writer uses conventional structure and word order, and writes sentences that sound conversational when read aloud.

Conventions  The writer grasps conventions of punctuation and capitalization but is unaware of apostrophes. Common words are spelled correctly; some above-level words may be misspelled.
The Play grund
by Sheila S.

We go to the play grund at reeses
the play grund has a big lon for gams.
I like music I am lerning to play drums
drums ar lod.
I like them to.

Ideas and Context / Genre  The writer has little or no sense for the purpose of writing. He or she may begin the description with a sense of purpose and then become distracted and change the subject or genre.

Organization and Focus  There is no sense of logical patterns of organization. The writer seems to travel on tangential ideas; the use of page space and irregular indenting reflect this. The paper feels incomplete.

Voice  The writer has little sense of audience. The writing is not easily read aloud, and sounds nothing like the writer’s conversational tone.

Word Choice  Simple words are used, and there is minimal use of transitional devices. The paper may have pictures, scribbles, or simple strings of letters.

Sentence Structure / Fluency  The writer does not yet have a working sense of the conventions of punctuation and sentence structure, or the formatting of a paper. Sentences are very simple, and most may be fragments.

Conventions  There is some attempt at punctuation and proper capitalization, although there are many grammar, spelling, and mechanical errors.
Granmas Garden
by Amy A.

Granmas garden is filled with flowers. She loves flowers. All kinds. She likes roses the best but even daisys. We don't have a garden in our bilding. Under the tree little purpul flowers. They grow wiled in the grass. Yellow bushes go around the house. The roses grow high up Granma calls them climers. I like the yellow ones. I like to lie in the grass. Once I made a painting of it.

Ideas and Context / Genre  The writer has a limited sense of the purpose of writing. The description is generally focused with some extraneous information that may detract from the visualization of a place.

Organization and Focus  Organization is not consistent. The piece may lack a beginning sentence and a concluding sentence.

Voice  The writer has some sense of audience. The writing is understandable, but may be stilted and sound awkward when read aloud.

Word Choice  Word choice is vague and shows a lack of maturity. Detailed phrases may not be included.

Sentence Structure / Fluency  Sentence constructions are generally simple with some variation.

Conventions  There are some grammar, spelling, and punctuation mistakes; however, common words are generally spelled correctly.
My New Kite
by Chris G.

My new kite is a dragin. It is green and red and it has flames coming from it’s mouth. It’s tail is long and green with yellow spots. It has blue points on the tail that move in the wind.

On windy days I take the kite to the park. It sails high in the sky and the tail wips around. Other kids want to fly it and I let them take turns. My flying dragin goes abuv the tall trees. His open mouth makes him look feerce. He is king of the sky.

Ideas and Context / Genre  The writer has a good sense of the purpose of writing. There is some loosely related information, but the central topic is clearly presented and maintained throughout.

Organization and Focus  The writing displays a logical plan of development. The writer occasionally presents details in an illogical order, but there is a general sense of wholeness.

Voice  The writer has a sense of audience. When read aloud, the description sounds generally conversational.

Word Choice  Word choice is adequate, although sometimes lacking in precision. There are some detailed phrases.

Sentence Structure / Fluency  Most sentences are complete, although a few fragments may occur. There is variation in sentence structure.

Conventions  There are few grammar, spelling, and punctuation mistakes. Common words are spelled correctly for the most part.
Our Class Pet
by Esperanza L.

Our class pet Hopalong has long ears and a fuzzy, round tail. He is a lop. That is a kind of rabbit whose ears hang and touch the ground. Hopalong has shiny black fur. His nose is pink and he has whiskers. His nose wiggles a lot when he sniffs.

He is quiet most of the time. Sometimes we hear him moving in his cage. Then we know he wants to eat or play. He likes to eat vegetables like carrots and lettuce. He loves radishes!

When we let him out, he comes to us. He lets us pet him. Our class rabbit is our good friend!

Ideas and Content / Genre The writer knows the purpose for writing. There is no extraneous information, and the writer provides more than adequate details to support the description.

Organization and Focus There is an obvious organizational pattern, and transitional devices are used effectively. The paper feels whole and complete.

Voice The writer has a good sense of audience. When read aloud, the description sounds conversational and precise.

Word Choice Some above-level words may be used, and many words are precise and specific to the topic.

Sentence Structure / Fluency Sentences are complete, with varied structure.

Conventions There is a good understanding of basic conventions of grammar, spelling, and punctuation. Common words are spelled correctly, but some above-level words may be misspelled.
Swimmy
by Sita N.

Swimmy is a book by Leo Lionni. Swimmy is a fish. Swimmy is all alone. Swimmy is scared to be eaten by the bigger fishes. Swimmy helps the other fishes. Swimmy and the other fishes do not get eaten. Swimmy is happy now. The end.

Ideas and Content / Genre  The writer does not write a clear opinion, and readers are unsure what the book is about.

Organization and Focus  The writer composes unrelated statements in a random order.

Voice  The writing is grammatically incorrect and hard to read, and sounds nothing like normal speech when read aloud.

Word Choice  The writer does not demonstrate knowledge of the meanings of everyday words, and does not use persuasive words.

Sentence Structure / Fluency  The writer does not compose complete sentences.

Conventions  The writer makes many spelling, grammatical, and mechanical errors.
Johnny Apelseed
by Michael O.

I read a book by Mary Pop Osborn. The name of the book is Johnny Apelseed. This book is very good. I learn a lot from this book. Before I read this book, I did not know about Johnny Apelseed. But his real name is John Chapman. He was called Johnny Apelseed because he wants help to plant apple trees. The pictures were pretty too.

He a very good man. I liked to learn about this good man.

Ideas and Content / Genre  The writer has some sense of the purpose of the report; he expresses an opinion but provides little persuasive support for it.

Organization and Focus  The writer includes an opinion, reasons, and an action statement out of order, and this lack of organization impedes the reader’s understanding.

Voice  The book report is written in a stilted, unnatural tone, and the writer chooses commonly heard supporting arguments.

Word Choice  The writer occasionally misuses words or misunderstands nuances of meaning, and he does not use persuasive words.

Sentence Structure / Fluency  The writer composes sentence fragments and run-on sentences with awkward constructions.

Conventions  The writer makes some errors in grammar, spelling, and punctuation, even when the skills have already been taught.
The Owl and the Moon
by Mari Paz P.

I want to tell you about a very good book. You should read this book. The Owl and the Moon is the name of this book. Arnold Lobel is the writer of The Owl and the Moon and he is a very good writer. This book is about an owl that is friends with the moon. First the owl looks at the moon at the seashore. He tells the moon he will come back to visit again. Then the owl thinks the moon follows him home. So he tells the moon to go back to the seashore. That is when the moon goes behind a cloud. So at the end of the story the owl is very sad. He told the moon to go away and the moon went away. That is when the moon comes out again! The owl is happy to see his good friend the moon. If you like books about friendship you will like this one.

Ideas and Content / Genre  The writer expresses an opinion and supports it with two or three arguments. The reader has enough information to make a decision.

Organization and Focus  The writer includes an opinion, reasons, and a final persuasive statement, but the details could be arranged for better effect.

Voice  The writer uses a correct but formal tone, and chooses supporting arguments that reflect his or her opinions and personality.

Word Choice  The writer uses grade-level-appropriate words, persuasive words, and a natural tone.

Sentence Structure / Fluency  The writer composes sentences that use conventional structure and word order, and the piece sounds conversational when read aloud.

Conventions  The writer applies grammar, spelling, and mechanics skills that have already been taught.
I loved Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. This book is really great! It is about a boy who has a bad day. First Alexander wakes up with gum in his hair. Then Alexander trips on a skate. Later he does not get dessert in his lunch. The day gets worse and worse. Alexander gets into more and more trouble. That is because Alexander gets more and more angry. Everything that happens gets Alexander upset. But it's funny to the reader. I think this book is very funny. When you have a bad day, you should read this book. It will make you laugh and feel better.

Idea and Content / Genre  The writer clearly expresses an opinion supported by three or four convincing arguments. The book report makes readers want to read the book.

Organization and Focus  The writer includes opinions, reasons, and a persuasive ending sentence, in that order.

Voice  The writer uses a conversational tone and chooses supporting arguments that reflect his or her opinions and personality.

Word Choice  The writer uses vivid and appropriate words, everyday language, and persuasive words in a natural tone.

Sentence Structure / Fluency  The writer composes sentences that use conventional structure and word order, and that sound conversational and fluid when read aloud.

Conventions  The report is mostly free of grammar, spelling, and mechanical errors.
Mak a penut butr jele Sanwich
By Rebecca R.

a Sanwich you can mak for lunch
put penut butr one slice
get 2 slices of bred
you can haf frens ovr

Ideas and Content / Genre  The writer creates a how-to article without an introductory sentence, and with very few steps and details.

Organization and Focus  The writer includes the steps in a random order.

Voice  The writer appears to be detached from the audience and makes no attempt to create a personal voice in the description.

Word Choice  The writer does not demonstrate knowledge of the meanings of everyday words.

Sentence Structure / Fluency  The writer’s sentences are fragmented, run-on, or otherwise difficult to read.

Conventions  The writer makes many errors in spelling, grammar, and mechanics.
How to Ride a Bike
by Nikhil T.

First you put on a helmet to keep you’re head safe. Sit on the seat. Put your feet on the ground. Put one foot on the pedal and hold the handlebars.

If you don’t balance you will fall.

That’s why I wear a helmet. My helmet my sister gave to me.

Push the pedals to go. Try to balance.

Ideas and Content / Genre  The writer creates a how-to article that lacks an introductory sentence, but includes the necessary steps.

Organization and Focus  The paper is generally focused, but the writer does not relate the steps in a clear, logical order, and does not use numbers or sequence words.

Voice  The writer uses a stilted unnatural tone, and he or she either lacks a personal voice, or uses a voice that is not sensitive to the needs of the audience.

Word Choice  The writer occasionally misuses words or misunderstands nuances of meaning.

Sentence Structure / Fluency  The writer demonstrates the ability to write simple sentences, but struggles with more complex structures.

Conventions  The writer makes some errors in grammar, spelling, and mechanics, even when the skills have already been taught.
How To Make a Smoothie
by Lou Ellen P.

Her’s how you can make a delishush fruit smoothie. Make sure you have some fruit. You can use straberries, bananas, peeches, pares, apples, and any fruit you like. Get fruit if you don’t have it.

Have a grown up help you. Have them cut the fruit into big peeses. Have them get the blendr out for you. You can put the blendr on the conter or somewer.

Put the peeses in the blendr. Have your dad put the lid on. Then you can press the button if they are helping you.

You can put in milk or soymilk too. Or water or what you want.

Then its reddy to drink. Just put it in a glas. Yum!

Ideas and Content / Genre  The writer creates a how-to article that includes an introductory sentence and all of the necessary steps, but may leave out some steps that would clarify the process.

Organization and Focus  The writer relates all the necessary steps in the correct order, but does not use number or sequence words to clarify the process.

Voice  The writer uses a correct but formal tone, and presents a personal voice that speaks to the audience.

Word Choice  The writer uses grade-level-appropriate words and a natural tone.

Sentence Structure / Fluency  The writer composes complete sentences that vary in structure.

Conventions  The writer applies spelling, grammar, and mechanics skills that have already been taught.
Make a Greeting Card
by Joshua L.

Greeting cards are fun to give to your friends and to your parents and family. Would you like to make a greeting card? It’s easy and people will appreciate that kind of thing.

First, fold a sheet of paper in half. Then you can draw a picture on the front. You can use crayons or markers or even paints if you want. The picture can be of something funny or nice like a tree or a person.

Then open up the card. Write a friendly message on the inside. Write something that the person will like. You can even write a good joke or tell them you love them.

When it is done you can give it to them. They will be so happy!

Ideas and Content / Genre  The writer creates a how-to article that includes an introductory sentence explaining what the article is about, all the necessary steps, and enough detail to help the reader picture the steps or perform the activity.

Organization and Focus  The writer relates all the necessary steps in the correct order and uses number or sequence words to make the order clear.

Voice  The writer uses a conversational tone, and presents a personal and individual voice that speaks to the audience in an engaging manner.

Word Choice  The writer uses vivid and appropriate words and everyday language in a natural tone.

Sentence Structure / Fluency  The writer composes complete, easy-to-follow sentences that flow smoothly and vary in structure.

Conventions  The writer composes an article that is nearly free of grammatical and mechanical errors. On-level words are generally spelled correctly.
The Big Lake
by Carter D.

I saw lake michigan ons. We go past one day I not see the oter side.
I went swimin in a lake.
I want to ride a bote akros lake michigan It is calt the big lake

Ideas and Content / Genre  The writer does not give factual information about a topic; rather he or she includes extraneous personal information.

Organization and Focus  The writer lacks focus, and there is no clear beginning, middle, and end. Instead the writer composes unconnected statements.

Voice  The writer doesn’t maintain a tone appropriate for a report. In other cases, writers may copy facts and sentences directly from the research source.

Word Choice  The word choice is basic and the writer may use words incorrectly.

Sentence Structure / Fluency  The sentences are incomplete, run-on, or otherwise confusing.

Conventions  The writer makes many errors in grammar, spelling, and mechanics.
Hawaii
by Katipai S.

I want to go to Hawaii. It is a place I want to visit. It have lots of different fish and coral and beaches. But some of the beaches are made of lava. My mom went there once. So not all the beaches are sand. Lava is a kind of rock. It is because of volcanos. Hawaii is made of volcanos. That is why I want to go. There is a volcano you can go look at and you can go see the liquid lava go down to the ocean. And Hawaii is warm and there is turtles.

Ideas and Content / Genre  The writer gives information about a topic, but may stray from the purpose. The report may not reflect research; in this case, more specific details would make the paper more of a report and less of a description.

Organization and Focus  Most of the details relate to the topic, although the connections between the details may not be clear.

Voice  The writer’s tone is stilted and encyclopedic.

Word Choice  The writer uses a repetitive vocabulary and may choose words that are ill-suited for the purpose and audience.

Sentence Structure / Fluency  The writer composes simple sentences and may include some fragments, run-ons, or awkward constructions.

Conventions  The writer misspells words related to the topic and generally makes some errors in grammar, spelling, and mechanics, even when the skills have already been taught.
Italia
by Christina M.

Italy would be a great place to go to. My family is from Italy, but I have not been there. In Italian it is called Italia. It is located in South Europe and the whole country is shaped like a boot. A lot of it is on the water. It is on the Mediterranean Sea. It has a couple islands too, like Sicily. That is where my grandparents came from, so that is where I want to go and see.

There are a lot of very old buildings in Italy, like the Colosseum in Rome. It is very large and round and used to be for shows like the auditorium here at school. Now it is falling apart a little. There is also the Vatican and a lot of art. Some old stuff there has been destroyed but some stuff is still nice to see. My parents went and they said the food was really good, too! That’s another reason to go! Especially the gelati. That’s the ice cream. I can’t wait till I can go to Italia.

Ideas and Content / Genre  The writer gives facts and information about a topic.

Organization and Focus  All of the details relate to the topic, but some details could be rearranged for better reader understanding.

Voice  The writer’s tone is natural and conversational, and details have been chosen that reflect the writer’s interests and personality.

Word Choice  The writer chooses words that suit the purpose and the audience.

Sentence Structure / Fluency  The writer’s sentences use conventional structure and word order, and they sound conversational when read aloud.

Conventions  The writer applies grammar, spelling, and mechanics skills that have already been taught.
A Trip to Alaska

by Carla C.

It would be exciting to go to Alaska. Alaska is way up north. It is very cold in the winter and there is a lot of snow. The sun hardly shines. In the winter there are lots of Northern Lights. That is when the sky glows many colors, like red and green. It is because of energy particles that the sun puts in the atmosphere.

In summer, the sun shines almost all day and all night. You can see glaciers, which are mountains of snow and ice. You can see whales in Alaska, too. They swim through the ocean and sometimes they leap from the water. There are wild animals like moose and bears and foxes, and there are lots of trees and pretty places. Alaska is a good place to visit.

Ideas and Content / Genre  The writer gives interesting, accurate, and detailed information about a topic learned through research.

Organization and Focus  The details all relate to the topic and are well placed.

Voice  The writer includes factual information in an interesting, lively manner, and chooses details that reflect the writer’s interests and personality.

Word Choice  The writer uses a variety of precise, exact words accurately.

Sentence Structure / Fluency  The writer composes sentences that have a natural conversational rhythm, and flow easily from one to the next.

Conventions  The writer composes a report that is nearly free of grammar, spelling, and mechanical errors.
Children are sometimes asked to write about a picture instead of just responding to a writing prompt. The child will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

Use the picture prompts as additional writing practice or to help children prepare for writing tasks on standardized tests.

Instruct children to do the following:

**Before Writing**
1. Look closely at the picture. Think about what is happening in the picture.
2. Ask yourself questions about the picture:
   - Where and when are the events shown in the picture taking place?
   - Who or what is in the picture? What are they doing?
   - Can you tell what is happening? What event may have happened prior to this one? What do you think might happen next?
3. You can use a graphic organizer to organize your ideas before you begin to write. You can also make an outline, create an idea web, or do other prewriting work.

**During Writing**
Use a graphic organizer, or other prewriting work, to write about what is happening in the picture.

**After Writing**
1. Use the Writer’s Checklists, pages 232–233, to help you check your writing.
Write to a picture prompt. Look at the picture. Describe something you can do.
Write to a picture prompt. Look at the picture. Write about it. Use details to describe what you see.
Write to a picture prompt. Look at the photograph. Pretend you are having a costume party. Write an invitation. Tell when and where your costume party will be.
Write to a picture prompt. Look at the photograph below. Think of what you’ve heard about César Chávez. Why do you think he is special? Write a report telling about César Chávez.
Write to a picture prompt. Look at the photograph. Think about a snowstorm you’ve seen or heard about. What did the storm look like? What did it sound like? Write a report on what this storm was like.
Write to a picture prompt. Look at the photograph below. Think about what this job would be like. Is it interesting to you? Write a report telling about this job.
Unit 1 • All About Us

Research Process
☐ Did you use at least two informational sources?
☐ Did you use the research tools to help you organize the project?

Presenting
Speaking
☐ Did you rehearse your presentation?
☐ Did you speak in a clear voice that everyone could hear?
☐ Did you speak too fast or too slowly?

Representing
☐ Did you show pictures or photos to go with your project?
☐ Did you pass around your visuals for everyone to see?
☐ Did your visuals help your audience understand what you were reporting?

Unit 2 • Our Families, Our Neighbors

Research Process
☐ Did you use at least two informational sources?
☐ Did you use the research tools to help you organize the project?

Presenting
Speaking
☐ Did you rehearse your presentation?
☐ Did you speak in a clear voice that everyone could hear?
☐ Did you speak too fast or too slowly?

Representing
☐ Did you show pictures or photos to go with your project?
☐ Did you pass around your visuals for everyone to see?
☐ Did your visuals help your audience understand what you were reporting?
Unit 3 • Have Fun!

Unit 4 • Let's Team Up

Research Process

Did you use at least two informational sources?

Did you use the research tools to help you organize your project?

Did you pass around your visuals to go with your project?

Did you show pictures or photos to go with your project?

Presenting

Did you rehearse your presentation?

Did you speak in a clear voice that everyone could hear?

Did you speak too fast or too slowly?

Representing

Did you show pictures or photos to go with your project?

Did you pass around your visuals for everyone to see?

Did your visuals help your audience understand what you were reporting?
Unit 5 • Nature Watch

Research Process
☐ Did you use at least two informational sources?
☐ Did you use the research tools to help you organize the project?

Presenting
Speaking
☐ Did you rehearse your presentation?
☐ Did you speak in a clear voice that everyone could hear?
☐ Did you speak too fast or too slowly?

Representing
☐ Did you show pictures or photos to go with your project?
☐ Did you pass around your visuals for everyone to see?
☐ Did your visuals help your audience understand what you were reporting?

Unit 6 • Adventures

Research Process
☐ Did you use at least two informational sources?
☐ Did you use the research tools to help you organize the project?

Presenting
Speaking
☐ Did you rehearse your presentation?
☐ Did you speak in a clear voice that everyone could hear?
☐ Did you speak too fast or too slowly?

Representing
☐ Did you show pictures or photos to go with your project?
☐ Did you pass around your visuals for everyone to see?
☐ Did your visuals help your audience understand what you were reporting?
Good Listening and Speaking Habits

In our classroom we:

• Follow class procedures and rules
• Respect other people’s feelings and ideas
• Speak clearly so that others can understand
• Listen to one another thoughtfully
• Take turns speaking
• Do not criticize people because of their ideas
• Ask questions to better understand stories and ideas
• Answer questions thoughtfully
• Do our best and encourage others to do their best

Some of our goals:

• Give and follow spoken directions
• Stay on topic while speaking
• Use descriptive words
Oral Vocabulary Pre- and Posttests

Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

Directions
The Oral Vocabulary Pre- and Posttests that follow are composed of vocabulary questions for all of the oral vocabulary words in each set of Oral Vocabulary Cards. There is a test for each unit and week, which corresponds to one story.

In the Pre- and Posttest, some vocabulary words are **boldfaced** and some are underscored. **Boldfaced** words are Wonderful Words, which are highlighted in the Oral Vocabulary Card text and have detailed instructional routines in the sidebars. **Underscored** words are the additional vocabulary words that are underscored in the Oral Vocabulary Card text. Use the Define/Example/Ask routine to teach these words during your rereading of the Oral Vocabulary Cards.

The Pre- and Posttests can be administered individually or in small groups.

Administering the Pretest
Administer the pretest on Day 1, before you read the Oral Vocabulary Card story for the week.

- Ask each question, and have children answer.
- If children’s answers indicate an understanding of the word, guide them in a short discussion.
- If children cannot answer a question, move on quickly. At this point, it is likely that children will be unfamiliar with many of the words.
- Explain to children that they will hear these words again throughout the week in a story that you will read to them.

Administering the Posttest
Administer the posttest on Day 5, after you have spent a minimum of 15 minutes per day using the Oral Vocabulary Cards for distributed practice of the vocabulary words.

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Oral Vocabulary Story by asking the question for those words again. Keep track of children’s progress to see how well they maintain the vocabulary over an extended period of time.
Unit 1, Week 1
The Princess and the Pea

1. What makes you feel **cheerful**?
2. What are some ways to **comfort** a crying baby?
3. Where might you go to see **genuine** dinosaur bones?
4. What do you do immediately after you wake up in the morning?
5. What are some of your **interests**?
6. What do you like to **pile** on to a sandwich?
7. Do you **prefer** warm weather or cool weather? Why?
8. Describe a **unique** person that you know. What makes them unique?
9. What can you do to be **welcoming** to a new child in the class?
10. Did you ever wonder why the sky is blue? What do you wonder about?

Unit 1, Week 2
The Great Rope Tug

1. What do you do when you are trying to keep your **balance**?
2. Tell about a time when you could barely get out of bed. How did you feel?
3. How do you feel when you run out of **energy**?
4. What would make you feel **exhausted**, playing a long game of soccer or watching a movie?
5. What can you say to your friends to **express** how much you like them?
6. Why is it important to move **gently** around animals that you don’t know?
7. Why might someone **groan** when they stub their toe?
8. How are a rabbit’s **movements** different from an elephant’s movements?
9. What would **rumble**, a bird flapping its wings or thunder?
10. When do you like to **stretch**?
Unit 1, Week 3
Lion Cubs Grow Up

1. What job would you like to do when you are an adult?
2. How have you changed since you were a baby?
3. Do you feel more comfortable at home or at school? Why?
4. What kinds of animals live in a den?
5. If you’re playing outside, what kind of weather might force you to go inside?
6. How would you imitate a lion’s growl?
7. What are some things you have learned this year?
8. What makes you feel nervous?
9. What kinds of things does a puppy pounce on?
10. What is something that you practice in order to do it better?

Unit 1, Week 4
Pig Goes to the Party

1. Which do you think is more adorable, a baby kitten or a big spider? Why?
2. What do you do first when you arrive at school each morning?
3. Name a person or thing that is dear to you and explain why.
4. When is it helpful to put a leash on a dog?
5. What are some of your school needs?
6. What does a sensible person do before crossing the street?
7. What would you do if ketchup splattered on your shoes?
8. What gets sprayed on flowers in a garden?
9. What does it sound like when a pig squeals?
10. What might you train a dog to do?
Unit 1, Week 5
Roberto Clemente

1. What kind of invitation would you be happy to accept?
2. Who do you **admire** and why?
3. Where do people go to **board** an airplane?
4. What things have you done that you found **challenging**?
5. What are some different ways that **charity** can help others?
6. What activities do you **focus** on after school?
7. Who is your **hero**? Why?
8. What do you do to show that you **honor** your parents?
9. How have you **offered** to help others?
10. Do you have the **right** to sleep all day? To scream in the library? To go to school?
Unit 2, Week 1
Wild Animal Families

1. How would a cat groom a kitten?
2. How do hens guard their eggs?
3. Who guides you in school?
4. When an egg hatches what comes out of the shell?
5. What do puppies do when they huddle together?
6. What do you use to protect yourself in a car?
7. What does a library provide you with?
8. What should you do if you become separated from your parents in a public place?
9. What would a mother lion probably do if her cub started to wander off?
10. Which is a wild animal, a gorilla living in the forest or someone’s pet cat?

Unit 2, Week 2
Estela and the Fox

1. What things at home and in school do you appreciate?
2. How do you and your family cooperate to get jobs done?
3. What does it feel like when too many people crowd onto a bus?
4. What could you use to gather leaves in a yard?
5. How can you be kind to a pet?
6. What kinds of activities do you enjoy doing with a partner?
7. What responsibilities do you have in your family?
8. What is a scrumptious food you have tasted?
9. What would make you upset, losing your favorite toy or playing with your friends?
10. What would be wise to wear on a cold day?
Unit 2, Week 3
Around Town, Then and Now
1. What is something you have seen that amazed you?
2. When do you use arithmetic?
3. Where is a common place to see trees?
4. How does mail get delivered?
5. What do you do frequently in the summer?
6. What kind of journey have you taken?
7. Why is it important to have telephone service?
8. What kinds of supplies do we use in school?
9. Why is a map a useful tool?
10. Why is it fun to read a variety of books?

Unit 2, Week 4
The Squeaky Floor
1. How can you make certain that your bath water isn’t too hot?
2. How can you make a stack of blocks collapse?
3. Who visits you and keeps you company?
4. What tools do people use to construct a building?
5. What would you like to do with your entire class?
6. What does a turtle do when it is frightened?
7. What materials would you need to make a puppet?
8. Who do you get along with peacefully?
9. How does a polished floor look different from one that isn’t polished?
10. What sounds can be heard throughout the school building?
Unit 2, Week 5
The Singing Turtle

1. Would you rather be on stage or in the audience? Why?
2. What brilliant ideas do you have today?
3. What happens to the sky when the sun disappears behind a cloud?
4. What is something you enjoy doing with friends?
5. What can you do to entertain your family or friends?
6. What things can you do in one moment?
7. Do you ever perform for your family? What do you do?
8. What can students do to please their teachers?
9. Which is more remarkable to see, a rainbow or a box of crayons?
10. What would make a squirrel wealthy?
Unit 3, Week 1
The Monkeys and the Hats

1. What can you do to \textit{amuse} your friends?
2. What makes you feel \textit{delighted}?
3. What animals are \textit{humorous} to watch? What do they do?
4. What puts you in a good \textit{mood}? What puts you in a bad \textit{mood}?
5. When do you \textit{remove} your socks and shoes?
6. What would you wear if you wanted to look \textit{ridiculous}?
7. Which kind of animal \textit{screches}, an elephant or a monkey?
8. What might make a squirrel \textit{scurry} away?
9. What is something you can \textit{stack}?
10. What could make a tower of blocks \textit{topple} over?

Unit 3, Week 2
Now Things are Worse!

1. Who advises you about crossing the street safely?
2. Who are some people you feel a \textit{connection} to?
3. Would you rather live in a \textit{cottage} in the woods or in an apartment in the city? Why?
4. What kind of weather can make you feel \textit{miserable}?
5. Where you can read in \textit{peace}?
6. What are a few of your favorite \textit{possessions}?
7. How do people get \textit{relief} when they feel sick?
8. How do you give \textit{support} to your family or friends?
9. What noises are hard to \textit{tolerate}?
10. What is a \textit{typical} breakfast for you?
Unit 3, Week 3
Making Art and Music

1. Which would be astonishing, a dancing cat or a dancing girl?
2. Which do you like better, simple games or complicated games? Why?
3. What is something you do now that you would like to continue?
4. What is your favorite way to be creative?
5. Explain how to draw the figure of a person.
6. What animal sounds can you imitate?
7. What could you use to make a model of a house?
8. What is something original that you have done this week?
9. What do you have in your room that reveals something about you?
10. Does a person need to be skillful to play the piano? To eat a sandwich? To cook a fancy meal?
11. Name a talented person you know of. What skill does the person have?

Unit 3, Week 4
A Bottle Village

1. What kinds of things can you create out of cloth?
2. Where in our classroom do we display students’ work?
3. What kinds of things do people bring to a town dump?
4. Why do you need to press firmly when you draw with crayons?
5. What is your favorite hobby?
6. Tell about someone who has inspired you to do something special.
7. Why is it important to wait patiently for your turn in a game?
8. What have you done that shows you’re resourceful?
9. What is one way to spread information quickly?
10. What kinds of structures can be found in our town?
Unit 3, Week 5
School Around the World

1. What helps you concentrate when you’re learning something new?
2. What is the name of our country?
3. What is your favorite food from your culture?
4. What customs does your family have?
5. Can you say hello in more than one language?
6. What street do you live on? Who do you know that lives on a neighboring street?
7. What is something that you are quite good at?
8. How are juice, tea, and milk similar?
9. What skills have you learned this year?
10. What foods are traditional to eat on Thanksgiving?
Unit 4, Week 1
Drakestail
1. How could you capture a pet hamster that got out of its cage?
2. What foods do your parents encourage you to eat?
3. What could a fox do to escape from a hunter?
4. What are some friendships you have?
5. What is the mission of a firefighter?
6. What relationships are most important to you?
7. Whom do you rely on to get to and from school every day?
8. What do you save a lot of? Why?
9. What would you suggest to do with friends on a rainy day?
10. How can you tell if someone is worried about something?

Unit 4, Week 2
A Taste of Salt
1. How does your family show they are concerned when you are sick or hurt?
2. Name something fortunate that has happened to you recently.
3. Who are the family members who live with you?
4. What would you wear to a fancy party? What do you wear on an ordinary day?
5. On the first day of school, did you recognize the other children in the class? Who did you recognize and who didn’t you recognize?
6. What should you do before you reply to a question at school?
7. What things do you share with family members or friends?
8. What do you do when you spot a friend across the playground?
9. How can you show a friend that you trust him or her?
10. When might someone wear a veil?
Unit 4, Week 3
The Bundle of Sticks

1. What have you **accomplished** in school this week?
2. What would you like to **achieve** this year?
3. What should friends do when they don’t **agree**?
4. What things have you **argued** about with your friends?
5. What have you **attempted** to do that was not easy?
6. What can you use to tie newspapers in a **bundle**?
7. What would be a good **concept** for a picture book?
8. What are some of your **goals**?
9. When do children learn the **lesson** that it’s important to share?
10. What did you **notice** on your way to school today?

Unit 4, Week 4
Pecos Bill and Slue-Foot Sue

1. What do you say when you **approach** a friend in the park?
2. When you **ascend** a staircase, do you go up or down?
3. How do you **assist** with meals at home?
4. How does a leash help people to **control** their dogs?
5. What have you been **determined** to do?
6. How did the **pioneers** travel across America?
7. How can you avoid a **quarrel** with someone about a toy?
8. Which animal is the **toughest**, a deer, a monkey, or a tiger? Why?
9. What **view** do we see from our window?
10. How do you **welcome** people who come for a visit?
Unit 4, Week 5
The Alligator and the Eagle

1. What animals’ behaviors have you observed, or watched?
2. What kind of animal groups are found in the ocean?
3. Why does a lifeguard need keen eyesight?
4. What do you do after school on an ordinary day?
5. What kinds of things have you pleaded for?
6. What would you say to someone who refused to help clean up?
7. What else can soar like a bird?
8. When a dog stares at you, what might it want?
9. When you want to get somewhere fast do you move swiftly or slowly?
10. What animals are found in vivid colors?
Unit 5, Week 1
How the Milky Way Came to Be

1. What are some things that you have discovered from reading books?
2. What does the sky look like at dusk?
3. Why is it better to eat slowly instead of gobbling your food?
4. How do farmers harvest apples or other crops?
5. What does an honest person do if he finds someone else’s toy?
6. If you heard a mysterious sound at night, what would you do?
7. Describe something that is pale blue.
8. What is something that is precious to you?
9. When you walk in fresh snow, what remains behind you?
10. What might people scatter in a garden?

Unit 5, Week 2
What Scientists Do

1. What careers do you think are interesting? Why?
2. What are some things you are curious about?
3. How might you develop your own recipe for a salad?
4. Who is a famous person that you know of? Why is that person famous?
5. What animals do you think are fascinating? Why?
6. How can someone improve at playing a sport or instrument?
7. How would you investigate a subject that you want to learn more about?
8. In the past, before there were cars, how did people get from place to place?
9. Where does a professor work?
10. What is the best present you have ever received?
Unit 5, Week 3
Brer Rabbit and the Hurricane

1. Why is it good to have a breeze on a hot day?
2. What does a commotion sound like?
3. What are weather conditions usually like in the summer?
4. What kind of weather do you forecast for tomorrow?
5. What is something that you fret about sometimes?
6. How does a person usually feel when they frown?
7. When would someone need to scramble to catch a bus?
8. What is the traffic signal for cars to stop?
9. What is something that you struggled to learn how to do?
10. What is your favorite tranquil place?

Unit 5, Week 4
What Makes Day and Night?

1. What does the sun appear to do at sunset?
2. At what time of day does the sun arise in the sky?
3. What activities do you like to do when the sun is blazing?
4. How would you explain to someone how to draw a face?
5. What does an explosion sound like?
6. What happens to plants that face bright sun?
7. How much has your height increased since last year?
8. What do you like to observe?
9. What kind of outlines are you able to draw?
10. What happens to a shirt that is scorched by an iron?
Unit 5, Week 5
From Caterpillar to Butterfly

1. Approximately how many cups of water do you drink each day?
2. What can you use to attach a picture to a wall?
3. How can you dry damp clothes?
4. How is a mature dog different from a puppy?
5. What did you look like when you were a newborn baby?
6. What kinds of patterns do you like on clothes?
7. Can you describe the process for making a peanut butter and jelly sandwich?
8. Who remains at school after the children leave for home?
9. Which is harder: juggling one ball or juggling several balls?
10. What are some animals that have slender legs?
Unit 6, Week 1
Half-Chick
1. What do you do when you are feeling adventurous?
2. What might make a cat anxious?
3. What would a grand house look like?
4. When are you inquisitive? What questions do you ask?
5. What is something important in our classroom? What is something insignificant?
6. Which place is more lively, a carnival or a library?
7. What kinds of mischief can dogs get into?
8. What route do you take to school?
9. What would you do if your kite string was tangled?
10. When do people usually dress up in costumes? When is it unusual to wear a costume?

Unit 6, Week 2
Timimoto
1. What are some things your favorite story characters have dared to do?
2. How would you feel if you defeated a giant?
3. What can you use to fetch water?
4. How would a humble person act if she won an award?
5. What kind of journey would you like to take?
6. What animal can leap from place to place?
7. What is something that your parents permit you to do on a weekend with your friends?
8. What are some predicaments that characters have had in stories we’ve read?
9. Why should only strong swimmers swim in rough waves?
10. If you and a friend want to play different games, what is one solution to the problem?
Unit 6, Week 3
All Kinds of Vets

1. What clues could you look for to help you figure out if it might rain?
2. If you could design your own dollhouse, what rooms would you put in it?
3. What are some duties of a firefighter?
4. What equipment does a baker need to make a cake?
5. Who helps the children at school if they are injured?
6. What do you load into a washing machine?
7. What profession do you think you’ll want to have when you grow up?
8. What makes you feel satisfaction, winning a game or losing a game? Why?
9. Why is it a good idea to go inside during a serious storm?
10. If your parents ask you to do a thorough job cleaning your room, what do they mean?

Unit 6, Week 4
How Beetle Got Her Coat

1. How does a grasshopper blend in with grass?
2. What are some things that people brag about?
3. Describe the clothing you are wearing. Which colors are bright and which are dull?
4. What features do cats have?
5. Which kind of insect flutters, a spider or a butterfly?
6. What habits can help you stay healthy?
7. Why is it important to taste new foods before you judge if you like them?
8. What kinds of animals perch in a tree?
9. Which animal is swift, a jaguar or a tortoise?
10. How does it feel to be teased?
11. What can you do if you don’t understand how something works?
Unit 6, Week 5
The Goat in the Garden

1. How can you cultivate a garden?
2. What would be a fantastic field trip to go on?
3. What nutritious foods do you like to eat?
4. If a dog jumped on a table where a family was eating dinner, what would the family order the dog to do?
5. What do we have that is plentiful in our classroom?
6. What kind of animal squeals?
7. Who is being stubborn: a boy who refuses to do his homework or a boy who is playing soccer with his friends?
8. Where do you and your friends go when you want to toss a ball?
9. What do you like to do when a friend visits?
10. How do you weed a garden?
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What are Foldables®?
Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing.

Why use Foldables®?
Not only do Foldables reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning.
Dear Teacher,

A Foldable is a three-dimensional, student-made (and/or teacher-made) interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information either before, during, or after reading. In this section of the *Teacher’s Resource Book*, you will find instructions for making Foldables, as well as ideas on how to use them to reinforce and practice phonics, vocabulary, spelling, and comprehension skills.

In this section, you will find Foldables to help you
- replace photocopied activity sheets with student-generated print
- present content and skills in a clear, visual, kinesthetic format
- incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences
- assess student progress and learning levels
- immerse students in new and previously learned vocabulary and reading skills
- teach students unique ways to make study guides and practice materials, and
- provide students with a sense of ownership in their learning.

I am excited to hand these Foldable ideas and activities over to you and your students. Have fun using, adding to, and amending them to meet individual needs.

Sincerely,

[Signature]
Creating and Storing Foldables®

As you use the Foldables outlined in this *Teacher’s Resource Book*, discuss with students how they can adapt them to make their own Foldables learning and study aids. Teach students to write—titles, vocabulary words, concepts, skills, questions, main ideas—on the front tabs of their Foldables. By doing this, key concepts are viewed every time a student looks at a Foldable. Foldables help students focus on and remember the information presented without being distracted by other print. Remind students to write more specific information—supporting ideas, examples of a concept, definitions, answers to questions, observations—under the tabs.

Turn one-gallon freezer bags into student portfolios and storage containers for Foldables.

- Cut the bottom corners off each bag so they won’t hold air and will stack and store easily.
- Write student names across the top of the plastic portfolios with a permanent marker and cover the writing with two-inch clear tape to keep it from wearing off.
- Place a piece of cardboard inside each portfolio to give it strength and to act as a divider.
- Store Foldables in a giant laundry soap box. Or, students can carry their portfolios in a three-ring binder if you place a strip of two-inch clear tape along one side and punch three holes through the taped edge.
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Basic Shapes
by Dinah Zike

These figures illustrate the basic folds that are referred to throughout the following section of this book.

- Taco Fold
- Hamburger Fold
- Hot Dog Fold
- Burrito Fold
- Valley Fold
- Shutter Fold
- Mountain Fold
Answer Mitt Foldable®
by Dinah Zike

Materials:
- Copying Master on page 313
- scissors
- glue stick
- colored paper

Directions:
1. Copy the pattern onto colored paper.
2. Have children fold the mitt so the fingertips touch each other.
3. Then have children cut out the mitt shape.
4. Have them cut along the fold an inch or so in from the bottom edge. They may then fold up the flaps.
5. To complete the mitt, have children glue the thumbs of the mitt together so a pocket is formed. They may also glue the edges of the wrist flaps to make holders for letter cards.

Using the Answer Mitt Foldable®
For any skills instruction, children can use the mitt to answer questions that have two possible responses. The mitt can be used with word-building cards or picture cards (from pages 68–91 of this book), yes/no cards, and word cards (from pages 92–151 of this book). When children use the Answer Mitt Foldable in whole class or small group instruction, you will be better able to monitor their progress.
Accordion Book Foldable®
by Dinah Zike

Materials:
• several sheets of 11” × 17” paper
• glue

Directions:
1. Fold each sheet of paper into a hamburger, but fold one side half an inch shorter than the other side. This will form a tab that is half an inch long.

2. Fold this tab forward over the shorter side, then fold it back away from the shorter piece of paper. (In other words, fold it the opposite way.)

3. To form an accordion, glue a straight edge of one section into the valley of another section’s tab.

Tips!
Before gluing, stand the sections on end to form an accordion. This will help children visualize how to glue the sections together (illustration 3). Always place the extra tab at the back of the book so you can add more pages later. Use different colors of paper to indicate sections of the book.
Using the Accordion Book Foldable®
by Dinah Zike

Vocabulary/Vocabulary Strategy Application
Use the Accordion Book Foldable to create vocabulary concept books for topics such as:
- Shapes
- Colors
- Position words
- Number words
- Word categories (such as food words, weather words, etc.)

Phonemic Awareness/Phonics Application
Use the accordion book to create a letter-sound book or an alphabet book. The book can also be used to collect and share single letter-sound examples.

Comprehension Application
The accordion book is perfect for post-reading skills application. Use the book to record text sequence (first, next, last) or plot sequence (beginning, middle, end). Try color-coding each section so children can see the sequence clearly.

Children may wish to use this Foldable for publishing their own stories.

Grammar Application
Like the vocabulary word categories application above, the accordion book can be used to collect and share grammar skills such as:
- Nouns (proper nouns, common nouns)
- Action verbs
- Adjectives

Foldables

Storage Notes
Display in a workstation, center, or library corner. Store by slipping it into a binder.
Standing Cube Foldable®
by Dinah Zike

Materials:
• two sheets of 11” × 17” paper
• glue

Directions:
1. Fold each sheet like a hamburger, but fold one side one-half inch shorter than the other side.

2. Fold the long side over the short side on both sheets of paper, making tabs.

3. On one of the folded papers, place a small amount of glue along the tab, next to the valley but not in it.

4. Place the non-folded edge of the second sheet of paper square into the valley and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.

5. Allow the glue to dry completely before continuing. After the glue has dried, the cube can be collapsed flat to allow children to work on the content.
Using the Standing Cube Foldable®
by Dinah Zike

**Vocabulary Application**
Use the Foldable for developing vocabulary concepts with children. Each side of the cube can show information about a word (definition, example sentences, picture, etc.).

**Phonemic Awareness/Phonics Application**
With the class, create a Foldable for each letter of the alphabet. Have children help by providing the content for each side: pictures whose names begin with the letter sound (use the picture cards on pages 68–89), words that begin or end with the letter-sound, and handwriting models for capital and lowercase letters.

**Comprehension Application**
Have children work in small groups to create a Foldable about a story character they are studying. Each side of the Foldable should illustrate or tell about character traits.

**Grammar Application**
Use the Foldable to collect and share types of nouns or adjectives.

Storage Notes
The Standing Cube Foldable can be flattened for easier storage or for moving it into a display area.
Layered Book Foldable®
by Dinah Zike

Materials:
- two sheets of 8½” × 11” paper
- glue

Directions:
1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.

2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.

3. When all tabs are an equal distance apart, fold the papers and crease well.

4. Open the papers and glue them together along the valley, or inner center fold, or staple them along the mountain.

Tip! If you need more layers, use additional sheets of paper. Make the tabs smaller than one inch.
Using the Layered Book Foldable®
by Dinah Zike

**Vocabulary Application**
Have children create this Foldable to help them review vocabulary words. Have them write a word on each tab and then flip the tab to draw a picture or write the definition. The same thing can be done with antonyms and synonyms.

**Phonemic Awareness/Phonics Application**
A review/study guide of vowel and consonant sounds can be done with this Foldable. For example:

- Vowels
- *r*-controlled vowels
- digraphs (*th, wh, sh, ch*)

<table>
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<tr>
<th>Vowels</th>
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**Comprehension Application**
Use the Foldable to aid in the following skills reinforcement:

- Character study (one tab per story character)
- Retelling
- Asking Questions

<table>
<thead>
<tr>
<th>Character Study</th>
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<tbody>
<tr>
<td>Big Bear</td>
</tr>
<tr>
<td>Middle Bear</td>
</tr>
<tr>
<td>Small Bear</td>
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<tr>
<td>Goldilocks</td>
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</tbody>
</table>

**Study Skills and Grammar Applications**
This Foldable can be used to review/reinforce concepts studied.
Large Word Study Book Foldable®
by Dinah Zike

Materials:
• several sheets of 11” × 17” paper (one sheet for each word studied)
• stapler

Directions:
1. Fold each sheet like a hot dog, but fold one side one inch shorter than the other side.

2. Stack the sheets so the folds are side by side.

3. Staple sheets together along the tabbed end (the bottom of the pages).
Using the Large Word Study Book Foldable®
by Dinah Zike

Vocabulary and Phonics/Spelling Applications
With a small group, make a Foldable for word study/review. Display the book in a workstation for repeated review. The size and the format also make it easy for you and children to use them as lap flashcards.

I can run fast.
We can go home.
Can we go play?

Storage Notes: Collect and use these books through the year. Store each book in a labeled legal-size folder.
Matchbook Foldable® Bulletin Board
by Dinah Zike

Materials:
• several sheets of 8½” × 11” paper
• staples or thumbtacks
• bulletin board

Directions:
1. Fold each sheet like a hamburger, but fold it so that one side is one inch longer than the other side.

2. Fold the one-inch tab over the short side to form an envelope-like fold.

3. After the content has been added to the front and inside, post the Foldable on a bulletin board.
Using the Matchbook Foldable® Bulletin Board
by Dinah Zike

Vocabulary Application
With children, create Foldables for weekly vocabulary. Write the vocabulary word on the front. Have children draw a picture and dictate a sentence for the inside.

![Example Foldable: "can"

The dog can jump.]

Phonemic Awareness/ Phonics/ Spelling Application
Use the Foldable for review of phonics and/or spelling words.

![Example Foldable: "dog", "duck", "down", "doll", "dinosaur"]

Comprehension Application
This Foldable works for reinforcing skills such as:
- Cause and effect
- Making predictions
Two- and Three-Tab Foldable®

by Dinah Zike

Several options adapt this Foldable to initial, medial, and final letter-sound review.

Materials:
- 8½” × 11” sheet of paper
- scissors

Directions:
1. Fold the sheet like a hamburger.

2. With the paper horizontal and the fold of the hamburger at the top, fold the right side toward the center, trying to cover one half of the paper.

3. Fold the left side over the right side to make three sections.

4. Open the right and left folds. Place one hand between the two thicknesses of paper and cut up the two valleys so there are three tabs.
Using the Two- and Three-Tab Foldable®
by Dinah Zike

**Phonics/Spelling Application**
Use the Three-Tab Foldable as an alternate to Sound Boxes. Open the tabs and write a CVC word on the bottom paper so that one letter is shown in each box. Have children practice blending and decoding words.

Another option is to cut off one of the tabs so that the Foldable has two tabs. After step 4, cut off the first tab. Open the other two tabs and write a CVC word on the bottom paper so that one letter is shown in each box. For further practice with letter-sound blending, fold the tabs over to make another CVC word for decoding.
Three-Tab Poster Foldable®
by Dinah Zike

Materials:
• large poster board

Directions:
1. Fold poster board like a hot dog.

2. With the poster board horizontal and the fold of the hot dog up, fold the right side toward the center, to cover one half of the poster board.

3. Fold the left side over the right side to make three sections.

4. Open the folds. Place one hand between the two thicknesses of the poster board and cut up the two valleys on the top flap. This will create three tabs.

Tip! Laminating the poster board will enable you to reuse this Foldable many times during the year. Write with a dry erase marker.
Using the Three-Tab Poster Foldable®

by Dinah Zike

Comprehension Application

This Foldable may be adapted and used to create the following graphic organizers:

- Venn Diagram
- K-W-L Chart

![Venn Diagram]

![K-W-L Chart]
Three- and Four-Tab Foldable®
by Dinah Zike

Several options adapt this Foldable to digraph, blend, and vowel variant letter-sound review.

Materials:
• one 8½” × 11” sheet of paper
• scissors

Directions:
1. Fold the sheet like a hamburger.

2. With the paper horizontal and the fold of the hamburger at the top, fold the hamburger into four vertical sections.

3. Open these folds. Place one hand between the folded hamburger and cut up the three valleys so there are four tabs.
Using the Three- and Four-Tab Foldable®
by Dinah Zike

Phonics/Spelling Application
Use the Four-Tab Foldable as an alternate to Sound Boxes. Open the tabs and write a CCVC word on the bottom paper so that one letter is shown in each box. Have children practice blending and decoding words.

Another option is to make the Foldable with three tabs. After step 2, cut only the first and the third valleys. Open all three tabs and write a word with a vowel digraph, such as ow, on the bottom paper, so that the middle tab covers the vowel digraph.

Or, cut only the first and second tabs and write a word that ends with double letters or the digraph -ck.
Pocket Foldable®
by Dinah Zike

Materials:
- one 11” × 17” sheet of paper
- glue

Directions:

1. Begin as if you are going to make a hot dog, but only fold over about three inches.

2. With the paper horizontal and the fold on the bottom, fold the right side toward the center, trying to cover one half of the paper. Then, fold the left side over the right side to make three sections.

3. Glue the right and left edges of the original fold so that three pockets are created.
Using the Pocket Foldable®
by Dinah Zike

**Vocabulary and Phonics/Spelling Applications**
Have children use this Foldable as a study aid. Copies of word cards (see pages 92–151 in this book) can be sorted and stored by children as they learn words. Help children label the pockets as shown below. As they study the words, have them move the cards to the appropriate pockets.

![Image of Foldable with pockets labeled Too Easy, Too Hard, Just Right]

**Tip!** Send this Foldable home with children so they can review and sort words with family members.

**Storage Notes** Heavy stock paper will improve durability. Post the Foldable on a board for use during workstation time.
Four-Tab Word Study Foldable®
by Dinah Zike

Materials:
• one 11” × 17” sheet of paper
• scissors

Directions:
1. Fold the sheet like a hot dog, but fold it so that one side is one inch longer than the other side.

2. With the paper horizontal and the fold of the hot dog at the top, fold the hot dog into four (or more depending upon how many words are to be studied) vertical sections.

3. Open these folds. Place one hand between the sides of the folded hot dog and cut up the three valleys so there are four tabs.

4. Turn the Foldable so it can be used vertically.
Using the Four-Tab Word Study Foldable®
by Dinah Zike

Vocabulary and Phonics/Spelling Applications
Have children use this Foldable as a study aid. Have them write a vocabulary or spelling word on a tab, then open the tab, draw a picture, write a definition, or write a sample sentence.

Storage Notes
Punch holes on flaps to compile word lists in a binder. Heavy stock paper will improve durability.
Pyramid Foldable®
by Dinah Zike

Materials:
• one 8½” × 11” sheet of paper
• scissors
• glue

Directions:
1. Fold the sheet into a taco. Cut off the excess rectangular tab formed by the fold.

2. Open the folded taco and refold it like a taco the opposite way to create an X-fold.

3. Cut one of the valleys to the center of the X, or the midpoint, and stop. This forms two triangular flaps.

4. Glue one of the flaps under the other, forming a pyramid.

Tip! Use this Foldable with data occurring in threes.
Using the Pyramid Foldable®
by Dinah Zike

**Vocabulary Application**
The Pyramid Foldable can be used to sort and review concepts studied, such as sequence words or words with inflectional endings (-s, -es, -ies).

**Phonics/Spelling Application**
Children can sort words into three categories. Some examples:
- Initial (or final) consonants (such as p, m, s)
- Short vowels (such as a, e, i)
- Long vowels (such as o_e, oa, o)
- Blends (sl, st, sw)

**Comprehension Application**
Not only can children use the pyramid to record information about what they read, they can do it in a few different ways. With one pyramid they can do things such as the following:
- Compare three different story characters
- Create a K-W-L chart
- Record information about story beginning, middle, and end
Picture Frame Foldable®
by Dinah Zike

Materials:
• one sheet of 8½” × 11” paper in a bright color
• one sheet of 11” × 17” paper
• scissors
• glue

Directions:
1. Fold the 8½” × 11” paper into a hot dog.

2. Starting at the fold, cut a frame shape (as illustrated). Set aside.

3. Fold the 11” × 17” paper into a hamburger.

4. Glue the paper frame to the front side of the hamburger.
Using the Picture Frame Foldable®
by Dinah Zike

Vocabulary and Phonics/Spelling Applications
Children can glue pictures or draw pictures in the frame to reinforce a vocabulary word or concept. On the inside of the book, they can write or dictate sentences about the word or concept.

Comprehension Application
To reinforce character study, have children illustrate a story character (or use story character patterns on pages 198–228 of this book) and write or dictate sentences about the character. The same sort of activity can be done with the following skills:

- Setting/plot
- Main idea/details
- Retelling a scene

Grammar Application
Have children use the frame to illustrate a noun or a verb. Then have them write or dictate sentences about the word.

The cow eats grass.
**Correlated to Reading Skills**

<table>
<thead>
<tr>
<th>Foldable</th>
<th>Phonics/Phonemic Awareness</th>
<th>Vocabulary (Including Oral Vocabulary)</th>
<th>Vocabulary Strategies</th>
<th>Comprehension</th>
<th>Study Skills</th>
<th>Grammar</th>
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<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
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<td>X</td>
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<tr>
<td>Three- and Four-Tab</td>
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<td>Pyramid</td>
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<td>X</td>
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</table>

**Learn More About Foldables®**

*Dinah Zike* is the author of more than 150 educational books and materials. For a catalog of Dinah’s current publications, as well as information on her keynotes and teacher workshops, call 1-800-99DINAH (1-800-993-4624), or visit her Web site at www.dinah.com.

Look for the PreK–2 and Grades 3–6 volumes of *Foldables and V-K-Vs for Phonics, Vocabulary, and Spelling*. These 300-page, full-color reference books illustrate how to teach basic reading skills through the use of Foldables and visual-kinesthetic-vocabulary flashcards.

The updated, full-color *Dinah Zike’s Classroom Organization: It Can Be Done* is a K–6 teacher’s comprehensive guide to creatively managing time, energy, and classroom materials.
Read the words. Say each word. Then complete each word to make a spelling word. Use each word once.

<table>
<thead>
<tr>
<th>man</th>
<th>cat</th>
<th>hat</th>
<th>mat</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran</td>
<td>can</td>
<td>up</td>
<td>not</td>
</tr>
</tbody>
</table>

1. h ____ ___
2. ____ p
3. r ____ n
4. c ____ n
5. n ____ t
6. m ____ n
7. ma ____
8. ____ at

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Look at the picture. Use a spelling word to complete the sentence.

1. Can you see the __________?  
   __________

2. The cat ran __________.
   __________

3. The man has a __________.
   __________

4. She is __________ sad.
   __________

5. Here is a __________.
Look at the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.

dad  sad  nap  tap  sack
back  man  cat  too  it

j  m  a  n  q  e  l  x  w
y  i  f  b  h  n  a  p  z
v  w  d  a  d  j  f  u  g
s  a  c  k  e  h  y  t  m
u  b  z  q  x  f  t  o  o
f  s  a  d  g  w  i  z  k
y  e  n  o  i  t  r  b  l
b  a  c  k  o  g  s  v  u
i  x  j  w  f  t  a  p  y
b  h  c  a  t  w  e  d  z

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write a spelling word to complete each sentence.

1. The cap is __________ little.

2. The rat will take a __________.

3. The __________ can see the map.

4. Mack can __________ the pan.

5. __________ is over the pack.

6. Nan is __________.
Read the words. Say each word.

<table>
<thead>
<tr>
<th>pin</th>
<th>win</th>
<th>hit</th>
<th>sit</th>
<th>miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiss</td>
<td>sad</td>
<td>nap</td>
<td>be</td>
<td>run</td>
</tr>
</tbody>
</table>

Complete each spelling word with the letter **i**.

1. h ____ t  
2. p ____ n  
3. m ____ ss  
4. s ____ t  
5. w ____ n  
6. k ____ ss

Complete each spelling word with the letter **a**.

7. n ____ p  
8. s ____ d

Complete the spelling word with the letter **e**.

9. b ____

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Look at each picture. Write a spelling word to make the sentence tell about the picture.

1. Jan does not want to ____________.

2. Jan can ____________ on this.

3. Go, Jan. You can ____________!

4. This is a ____________ for Jan.

5. Wag has a ____________ for Jan.
Write the words that have 3 letters.

1. __________
2. __________

Write the words that have 4 letters.

3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

9. __________

Write the word that has 5 letters.

10. __________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
The underlined word is spelled wrong. Write the word correctly.

1. Let us **sitt** and talk.
   ________________________________
   ________________________________

2. Did you have a **gode** day?
   ________________________________
   ________________________________

3. I saw a monkey with a **blak** hat.
   ________________________________
   ________________________________

4. A man did a jump and a **filp**!
   ________________________________
   ________________________________

5. The man had a pal with a **flagg**.
   ________________________________
   ________________________________

6. The man’s pal had a **plann** for a trick.
   ________________________________
   ________________________________

7. The man let his pal **winn** a game.
   ________________________________
   ________________________________

Spelling: **l**-Blends
LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Read the spelling words. Find the spelling words in the puzzle. Draw a circle around each word.

- land
- sand
- fast
- past
- sink
- sing
- flip
- black
- use
- very
Pick the word that is correct. Write the word to complete the sentence.

1. Can you __________ a hat?
   yuse   use
   __________

2. Did it __________ off my head?
   flipp   flip
   __________

3. Is it down in the __________?
   sand   sadd
   __________

4. The snake will find it __________!
   fast   fasd
   __________

5. You are __________ good pals!
   viry   very
   __________
Read the words. Say each word.

hop  top  log  hog  hot
lot  fast  sing  our  they

Complete each spelling word with the letter o.

1. h____ g
2. h____ t
3. t____ p
4. l____ t
5. h____ p
6. l____ g
7. ______ ur

Complete the spelling word with the letter n.

8. si____ g

Complete the spelling word with the letter e.

9. th____ y

Complete the spelling word with the letter a.

10. f____ st

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Is the underlined word spelled correctly? Choose Yes or No. If the word is spelled wrong, write the word correctly.

1. Did the **hoog** have on a hat?
   Correct?  ○ Yes  ○ No
   ___________

2. I like to **sing** as I dig.
   Correct?  ○ Yes  ○ No
   ___________

3. The dog will **hop** over the log.
   Correct?  ○ Yes  ○ No
   ___________

4. The pan is very **hott**.
   Correct?  ○ Yes  ○ No
   ___________

5. Are **thay** on top of the rock?
   Correct?  ○ Yes  ○ No
   ___________
Read each word. Say each word.

leg  beg  men  hen  let
get top  lot  no  some

Use the clues to write a spelling word on the line.

1. starts like back + sounds like peg

2. starts like miss + sounds like ten

3. starts like good + sounds like set

4. starts like land + sounds like peg

5. starts like hat + sounds like ten

6. starts like land + sounds like set

Write the spelling word on the line.

7. lot

8. top

9. no

10. some

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write the spelling word that names the picture.

1. ____________________ 2. ____________________

Circle the spelling word that completes the sentence.

3. I can stand on one (get, leg).
4. Will you (get, lot) a coat?
5. Here are (some, get) hats.
6. (Let, Who) me have the cat.
Read the words. Say each word.

spill  spin  grab  grass  trap
trip  men  let  out  many

Complete each spelling word with the letter s.

Complete each spelling word with the letter r.

Complete each spelling word with the letter t.

Complete each spelling word with the letter n.

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LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write the spelling word that completes the sentence.

1. The men cut the ___________.

2. I let our dogs ____________ to run.

3. I can see ____________ trees.

4. Mom did not ____________ on the log.

5. Did the cat ____________ the milk?
Read the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.

run fun nut cut bug
rug spin grass could one

j a x m s p i n q
z f u n v q k m l
w m l y z c u t a
c o u l d x j k v
q j w i r u n m y
y k a o n e j v z
a r u g w q a l w
z x j k g r a s s s
v y n u t a y m v
b u g m w z q j k

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

The Pigs, The Wolf and the Mud
Grade 1/Unit 2
Write the spelling word that goes with each picture.

1. __________

2. __________

3. __________

4. __________

5. __________
Add the word parts to make a spelling word. Write the spelling word on the line.

1. b + ug = __________
2. sh + ip = __________
3. wi + th = __________
4. wa + nt = __________
5. a + ll = __________
6. fi + sh = __________
7. th + ank = __________
8. r + un = __________
9. sh + op = __________
10. th + in = __________

Spelling: Digraphs th, sh

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write a spelling word to complete each sentence.

1. Peg and Wag took a ride _______ in a _________.

2. Peg and Wag saw _______ _______ the fish.

3. Look at Wag run _______ Peg!

4. Wag can _______ to get the stick for Peg.

5. Peg will _______ Wag with a pat.
Read the words. Say each word.

make take came game gate
late shop with why school

Complete each spelling word by writing the letter a.

1. l ______ te
2. t ______ ke
3. g ______ te
4. g ______ me
5. c ______ me
6. m ______ ke

Complete each spelling word by writing the letter o.

7. sh ______ p
8. scho ______ l

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LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

On My Way to School
Grade 1/Unit 3
Write the spelling word that names the picture.

1. ____________  

2. ____________

Write the spelling word that completes the sentence.

3. We can play ____________ each other.

4. I can ____________ the bus to school.

5. I do not want to be ____________.
Read the spelling words in the box.
Find the spelling words in the puzzle.
Draw a circle around each word.

like   spike   ride   hide   bike
mine   make   came   how   there

f x u j s p i k e 
q b i k e y g w s
u j c z o h i d e
h o w l g v a q y
g z u x m i n e j
n v q y f l i k e
j t m m a k e u g
f t h e r e y q v
z u p g c a m e x
r i d e v q b f y

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LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Choose the word that is spelled correctly to complete each sentence. Write the word.

1. Dad can show us
   ______________________
   ______________________
   ______________________
howe    how
   ______________________

2. I can ______________________
   this part.
   mak    make

3. Jim, put some water
   ______________________
   ______________________
in    ______________________
   there   there
   ______________________

4. Mom just ______________________
   home.
   came    cam
   ______________________

5. Do you ______________________
   it, Mom?
   like    liek
Read the words. Say each word.

whip whale catch match chin
chop like ride from your

Write the words with 4 letters.

_______  _______  _______

1. _______  2. _______  3. _______

4. _______  5. _______  6. _______

7. _______

Write the words with 5 letters.

_______  _______

8. _______  9. _______

10. _______
The underlined word is spelled wrong. Write the word correctly.

1. We lik to make shapes on our wall.
   ________________
   ________________

2. I can make a wale.
   ________________
   ________________

3. I like yure shape, too.
   ________________
   ________________

Use the letter and clue to make a spelling word. Write the word on the line.

4. rhymes with bike: I + ________________
   ________________
   ________________

5. rhymes with hide: r + ________________
Read the words. Say each word.

joke nose note woke cute
cube chop whale old new

Complete each spelling word with the letter o.

1. n ______ se  2. n ______ te  3. ______ ld
4. w ______ ke  5. j ______ ke  6. ch ______ p

Complete each spelling word with the letter u.

7. c ______ be  8. c ______ te

Complete each spelling word with the letter e.

9. n ______ w  10. whal ______
Is the underlined word spelled correctly? Choose Yes or No. If the word is spelled wrong, write the word correctly.

1. I can ride on a wale.

Correct? ○ Yes ○ No 

2. I can make a red nos for a cat.

Correct? ○ Yes ○ No 

3. A big fish woke me up!

Correct? ○ Yes ○ No 

4. He tells a cute juke.

Correct? ○ Yes ○ No 

5. The olde dog can sing all the notes.

Correct? ○ Yes ○ No
Write the words that have 4 letters.

1. ______________

2. ______________

3. ______________

4. ______________

Write the words that have 5 letters.

5. ______________

6. ______________

7. ______________

Write the words that have 6 letters.

8. ______________

9. ______________

10. ______________
Is the underlined word spelled correctly?
Choose Yes or No.
If the word is spelled wrong, write it correctly.

1. The __gerl will make me a hat.
   ○ Yes  ○ No ________________

2. Nan wants more __string.
   ○ Yes  ○ No ________________

3. This __scrap is too little.
   ○ Yes  ○ No ________________

4. I like watching Nan make a __cute hat.
   ○ Yes  ○ No ________________
Write the words that have 3 letters.

1. ____________  2. ____________

Write the words that have 4 letters.

3. ____________  4. ____________

5. ____________

Write the words that have 5 letters.

6. ____________  7. ____________

8. ____________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
The underlined word is spelled wrong. Write the word correctly.

1. We can’t **playe** if it rains.
   _______________________
   _______________________
   _______________________

2. I know a **wai** to have fun.
   _______________________
   _______________________
   _______________________

3. Put some **stringe** in that box.
   _______________________
   _______________________
   _______________________

4. Put your **mial** in here.
   _______________________
   _______________________
   _______________________

5. This is a great **daye**!
   _______________________
   _______________________
   _______________________

Spelling: Long /a/ ai, ay
Read the spelling words in the box. Find the spelling words in the puzzle. Draw a circle around each word.

me we feed keep seat
beak rain play give write

c r h x l p s o v
b j q u k n e w g
e h v c w u a z i
a l w y r f t h v
k e e p i r p a e
o u h q t m e c s
p l a y e e v r e
v j z o r n u a t
h c f e e d g i x
l q u h p s z n o

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Circle the spelling word that is spelled correctly. Then write the word.

**feed**

1. ____________
   **seet**

2. ____________
   **plai**

3. ____________
   **beak**

4. ____________

Write the spelling word that completes the sentence.

5. I don’t want to give it back. I want to ____________ it.
Write the words that have 2 letters.

1. ____________

2. ____________

3. ____________

Write the words that have 3 letters.

4. ____________

5. ____________

Write the words that have 4 letters.

6. ____________

7. ____________

8. ____________

Write the words that have 6 letters.

9. ____________

10. ____________
Write a spelling word that rhymes with the underlined words in the sentence.

1. The ___________ can float in the moat.
2. ___________ can see he is full of glee.
3. The goat ate my ___________ and my ___________
4. The crow can ___________ to the show.
5. Joe doesn’t know how to ___________
6. Oh, ___________, he is going too slow!

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Add the word parts to make a spelling word. Write the spelling word on the line.

1. ni + ght = ____________
2. shou + ld = ____________
3. no +    = ____________
4. b + y = ____________
5. ne + ver = ____________
6. f + ind = ____________
7. m + y = ____________
8. bo + at = ____________
9. ki + nd = ____________
10. rig + ht = ____________
Write a spelling word for each clue.

1. This is the hand not on the left.
   find

2. This comes at the end of day.
   kind

3. When a thing is lost, you hope to do this.
   night

4. You can ride this on the water.
   right

5. A friend who is nice is this.
   by

6. If I sit here, the seat is this.
   my

Spelling:
Long /i/i, y, igh

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Write a y to make a spelling word.

1. funn
2. pupp
3. bunn
4. bump
5. penn
6. sand

Write the missing letters. Then write each word.

7. m
8. nght
9. r
10. bcaus

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Circle the spelling word in each row. Then write the spelling word on the line.

1. joke funny their
   __________

2. house dime penny
   __________

3. beach friends sandy
   __________

4. warm night seen
   __________

5. puppy dog idea
   __________

6. after great because
   __________

Spelling: Long /e/ -y, ey
Find the spelling words in the puzzle. Draw a circle around each word.

Spelling:

- r-controlled er, ir, ur

| a b i r d z g t m |
| o e l c i k p j q |
| g f t h r o u g h |
| k u e p t x q s c |
| j l s b g u f l o |
| a l p u c h e r p |
| m f u r a j r s e |
| g u q n l k n l n |
| s l c m v g t p n |
| c f u n n y p q y |

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Circle the spelling word that completes the sentence. Write it on the line.

1. What a __________ yard you have!
   full    her    fur

2. Look at that tall green __________!
   burn    fern    her

3. It grew __________ the moss.
   fork    penny    through

4. Why is there a net on top of the __________?
   beautiful    dirt    burn

5. Now __________ and his friends can’t eat the seeds.
   fork    corn    bird
Write **ar** to make a spelling word.

1. b _____ n
2. _____ m
3. h _____ m
4. y _____ n
5. _____ t
6. c _____ t

Use a letter from the box to write a spelling word.

u  e  d

7. h _____ r
8. woul _____
9. _____ irt
10. ho _____ se
Write the spelling word that names the picture.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
Write the words that end with -orn.

1. ____________  2. ____________
3. ____________

Write the words that end with -ork.

4. ____________  5. ____________
6. ____________

Write the words with ar.

7. ____________  8. ____________

Write the words with kn or gr.

9. ____________  10. ____________
Read the clue.
Write the spelling word in the puzzle.
Put one letter in each box.

DOWN
1. This is a kind of plug.
2. This part of a car beeps.
3. Cows live here.

ACROSS
1. You can eat this plant.
2. A dog is called a puppy when it is this.
3. You are sure of something.
4. You use this to eat.
Add the word parts to make a spelling word. Write the spelling word on the line.

1. mou + se = ____________
2. to + wn = ____________
3. ho + w = ____________
4. fa + ll = ____________
5. su + re = ____________
6. mo + uth = ____________
7. fo + rk = ____________
8. c + ow = ____________
9. o + ut = ____________
10. bor + n = ____________
Write a spelling word for the clue.

1. You use this to pick up food. __________________________
2. You use this to eat. ________________________________
3. This is the animal that says, “Moo!” __________________

Write a spelling word to complete the sentence.

4. The bird was ____________ in a nest.
5. A tiny spider can ____________ from a tree.
6. The spider is ____________ to make a web.
Read the spelling words in the box.

joy toy boy spoil coin
join town mouse eyes enough

Write the words that have 3 letters.
1. ____________
2. ____________
3. ____________

Write the words that have 4 letters.
4. ____________
5. ____________
6. ____________
7. ____________

Write the words that have 5 letters.
8. ____________
9. ____________

Write the word that has 6 letters.
10. ____________

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Read the clue. Write the spelling word in the puzzle. Put one letter in each box.

ACROSS
1. This is smaller than a city.
2. You use these to see.
3. This makes you feel happy.
4. A cat may chase it.

DOWN
1. You play with this.
5. This can happen to old food.
6. As much as you need.
Write **oo** to make a spelling word.

1. h __________ d
2. l __________ k
3. c __________ k
4. b __________ k
5. w __________ d
6. t __________ k

Write **oi** or **oy** to make a spelling word.

7. t __________
8. c __________ n

Write **o** to make a spelling word.

9. m __________ ther
10. l __________ ve
Write the spelling word that names the picture.

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

6. ____________

book  took  look  hood  cook
wood  toy  coin  mother  love

Spelling: oo and oo

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Read the spelling words in the box.

haul    claw    cause    paw    saw

dawn    book    took    nothing    along

Find the spelling words in the puzzle.
Draw a circle around each word.

haul claw cause paw saw
dawn book took nothing along

LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.
The underlined word is spelled wrong. Write the word correctly.

1. Snap can wave his clawe.
   ________________

2. Pal lets me shake his paow.
   ________________

3. Buzz wakes us up at daun.
   ________________

4. Polly toke a look around.
   ________________

5. Splash likes to swim alon the glass.
   ________________

6. Hopper is doing nuthing.
   ________________
Read the words. Say each word.

dentist  happen  unpack  begin  lion
protect  saw  cause  goes  build

Complete each spelling word with the letter e.

1. d _____ ntist
2. b _____ gin
3. prot _____ ct
4. go _____ s

Complete each spelling word with the letter a.

5. h _____ ppen
6. s _____ w
7. unp _____ ck
8. c _____ use

Complete each spelling word with the letter i.

9. l _____ on
10. bu _____ ld
Write the spelling word that completes the sentence.

1. I want to be a ___________ when I grow up.

2. I will help ___________ your teeth.

3. My sister wants to ___________ homes.

4. My brother wants to be a ___________ tamer at a circus.

5. Do you think that will ___________?
Read the words. Say each word.

jumping looking waiting stopping running
planning dentist lion before been

Complete each spelling word with the letter p.

1. jum_______ing
2. stop_______ing
3. _______lanning

Complete each spelling word with the letter n.

4. waiti_______g
5. de_______tist
6. run_______ing
7. bee_______

Complete each spelling word with the letter o.

8. lo_______king
9. li_______n
10. bef_______re
Write the spelling word that completes the sentence.

1. Let’s find out. Does a ____________ have a mane?
2. Let’s find out. Why is the rain ______________?
3. Let’s find out. What makes a frog good at ______________?
4. Let’s find out. What happens ______________ a rainbow forms?
5. Let’s find out. Why is the river ______________ downstream?
Read the words. Say each word.

lunchtime  daydream  shortcake  pancakes  picnic
perform  jumping  running  certain  minutes

Complete each spelling word with the letter o.

------------------
1. sh _______ rtcake
2. perf _______ rm

Complete each spelling word with the letter i.

------------------
3. luncht _______ me
4. picn _______ c
5. m _______ nutes

Complete each spelling word with the letter a.

------------------
6. daydre _______ m
7. panc _______ kes
8. cert _______ in

Complete each spelling word with the letter u.

------------------
9. j _______ mping
10. r _______ nning
Is the underlined word spelled correctly? Choose Yes or No. If the word is spelled wrong, write the word correctly.

1. We eat pancaks on my birthday.

   Correct?  ○ Yes  ○ No

2. We have a picknick on the 4th of July.

   Correct?  ○ Yes  ○ No

3. I count the minutes until midnight on New Year’s Eve.

   Correct?  ○ Yes  ○ No

4. Grandma makes shortcake on Memorial Day.

   Correct?  ○ Yes  ○ No

5. I performe in the school band on Veteran’s Day.

   Correct?  ○ Yes  ○ No
A sentence is a group of words that tells a whole idea.

Use the words in the box to make sentences.

Pam can jump ran down The bat

1. My cat ___________.
2. ___________ has a hat.
3. ___________ is little.
4. Sam ___________.
5. Sam and ___________ can jump.
Every sentence begins with a capital letter.

Write each sentence correctly.

1. this is my cap.

2. you can play with me.

3. she sat down.

4. nan ran up.

5. he has the mat.

LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Fill in the circle next to the complete sentence.

1. ○ Pam has to go.
   ○ not up here
   ○ hat for Sam

2. ○ Pat and Sam
   ○ We jump down.
   ○ is with you

3. ○ Nan ran to me.
   ○ up and down the mat
   ○ Tan has

4. ○ a little pat for the cat
   ○ ran and ran
   ○ The cats can go up.

5. ○ the mat is
   ○ Sam can play.
   ○ my little cap

Grammar:
LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
The words in a sentence have to be in the right order. The order has to make sense.

Write the words in order.

1. looks Mack up.

2. my has bag He.

3. jump to said Pat.

4. bag over Mack the jumps.

5. it, We too do.
Every sentence ends with a special mark. Example: The man ran back.

Put a period at the end of each sentence. Circle the mark.

1. Look at me go ______________

2. Mack ran like this ______________

3. She jumps over it ______________

4. Hal is over there ______________

5. We can play here ______________

6. This is what I like to do ______________

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Put an X next to sentences with the words out of order. Put the words in order. Write the sentences correctly on the lines.

1. my is cat. Mack

2. over the mat. jump He can

3. Sam has a bag for Mack.

4. Mack likes to play with it.

5. too. He Sam, likes

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A statement tells something.
Example: Jan can ride.

Draw a line from the statement to its picture.

1. Jack can kick.

2. Pam runs.

3. The hat is too big.

4. Val has the bat.
A statement begins with a capital letter.
A statement ends with a period.

Write each statement correctly.

1. Jack is quick

2. he rides up and down

3. Pam packs the bag

4. she can do it

5. we are big
Draw a line under the statements.

1. In the bag
   He packs up.
   Looks

2. This, too
   In here
   She said yes.

3. A big hat
   The hat fits me.
   Sees it

4. We can ride.
   Jumps over
   Val and Rick

5. Will be
   Kicks and runs
   Rick wins.
An exclamation is a sentence that shows strong feelings.
Example: What a fat cat that is!

Circle the exclamations.

1. Come here, quick!
2. What is it?
3. Look at that!
4. What a good cat you are!
5. Where did the little cat go?
6. Grab the cat!
A question ends with a question mark.
Example: Can Pal do a trick?
An exclamation ends with an exclamation mark.
Example: That was a good trick!

Circle the correct end mark for each sentence.
Write the mark on the line.

1. Look out for Pal ________________ ? !
2. Grab him ________________ ? !
3. Will he jump on me ________________ ? !
4. He is too quick ________________ ? !
5. What can we do ________________ ? !
6. Can we trick Pal ________________ ? !

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
Put a question mark or an exclamation mark at the end of each sentence.

1. Come here, quick

2. What is that in the grass

3. Look at it jump up

4. Will it jump on me

5. Grab my hat

6. Run, run, run

7. Do you see it

8. Where did it go
Every sentence begins with a capital letter. Every sentence ends with a special mark.

Circle the sentence that is correct in each group.

1. hank runs fast
   Hank runs fast
   Hank runs fast.

2. can we help him win
   Can we help him win?
   can we help him win?

3. He wins!
   he wins
   He wins

Write a sentence that tells what can happen next.

_________________________________________________________

_________________________________________________________
Begin every sentence with a capital letter. 
End every sentence with a special mark.

Unscramble the words in the box to complete the sentence. 
Write the sentence correctly.

1. we sand can this use

2. will it help do you me

3. look crab that very little at

4. where the go crab did
Read the sentences. Write them correctly.

will you help, too

can you pick up bricks

here are the bricks, Dad

what a big help you are

we like to help you

Write two statements from the box.

1. 

2. 

Write two questions from the box.

3. 

4. 

Write one exclamation from the box.

5. 

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.

LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
A noun is a word that names a person, place, or thing.

Write the noun from the word box to complete each sentence. Circle all the nouns in each sentence.

pond  pad  dad  rock  frog

1. The little _______________ jumps on the log.

2. The mom is in the _______________.

3. Is that big fat frog the _______________?

4. The dad sits on a _______________.

5. They jump on the _______________.

Grammar:
Nouns

LC 1.2 Identify and correctly use singular and plural nouns.
A sentence begins with a capital letter.
A statement ends with a period.
Example: The cat sat in the hat.

Read each pair of sentences. Circle the statement that is correct.

1. the mom is with her kit
   The mom is with her kit.

2. A kit is a little fox?
   A kit is a little fox.

3. Mom helps the little fox.
   Mom helps the little fox

4. now they play in the grass.
   Now they play in the grass.

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Look at the underlined words in each sentence. Write the one that is a noun.

1. I am a quick little pig. _____________________________

2. Look at me run down the hill. _____________________________

3. My mom said to come back. _____________________________

4. Help your dad now. _____________________________

5. I can bring this big log to him. _____________________________

6. Can I play with my good pal now? _____________________________
A plural noun names more than one person, place, or thing.
Add -es to form the plural of nouns that end with s, ss, sh, ch, or x.
Example: one kiss  two kisses

Write a plural noun to complete the sentence. The picture and words in the box will help.

1. Will you help pack the ___________?
2. This one is for pots and ___________.
3. That box is for mom’s best ___________.
4. What is on the _____________?
A sentence begins with a capital letter.
A question ends with a question mark.

Write the questions correctly.

1. who will help me get the eggs

2. will the hens peck at me

3. can we go to see the pigs now

4. what do the little pigs eat
Write the plural for each noun.

1. pet  ____________

2. box  ____________

3. egg  ____________

4. dish  ____________

5. glass  ____________

6. lunch  ____________

Write two sentences about how you help at home. Use one or two of the plural nouns you wrote in each sentence.

7. ___________________________________________

8. ___________________________________________
Some plural nouns use a new word to name more than one.

Choose the plural noun that belongs in each sentence. Write it on the line.

1. The (men, mans) fish at the pond.

2. The (children, childs) play with a little ship.

3. They see the prints of many (feet, foots) in the sand.

4. Do (mouses, mice) live here?

5. No. The (gooses, geese) live in the pond.
A sentence begins with a capital letter.
An exclamation ends with an exclamation point.

Find the exclamation in each pair.
Put a check [✓] next to the exclamation.
Circle the exclamation point.

1. Look at all the mice!
   Where do they live?

2. They live in the man’s shop.
   The mice are eating his socks!

3. Stop eating my socks!
   What will the man do?

4. He will bring two cats into the shop.
   Run, mice, run!

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Circle the correct plural for each noun.

1. goose
   gooses       geese       geeses

2. foot
   feet         footes      foots

3. man
   men          mans        mens

4. child
   childs       childrens   children

Write the plural for the word in ( ) to complete the sentence.

5. The __________ hid in the grass. (mouse)
A proper noun names a special person or a special place. Some proper nouns are more than one word. Each word in a proper noun begins with a capital letter.

Miss Pink  West Street
Buck Hill School

Underline the proper nouns in each sentence.
1. Where is the Land School?
2. It’s on Frank Street.
3. Go past Red Duck Pond to get to it.
4. Miss Winn wants to put on a show.
5. Pam will be in the show, too.
6. She used to live in Putnam, Vermont.
A proper noun names a special person or special place. A proper noun begins with a capital letter.

Follow the directions to write proper nouns.

1. Write your first and last name.

2. Write your address.

   (street) _________________________________

   (city, state, zip code) __________________

3. Write the name of your school.

4. Write your teacher’s name.
Rewrite the sentences. Begin each proper noun with a capital letter.

1. Here comes the band from Crest School.

2. They come down Frost Street.

3. My pals Rick and Tan play in the band.

4. Miss Hill and the kids sing.

5. They sing three Texas songs.
Some proper nouns name holidays. Holiday names begin with capital letters. Examples: Thanksgiving Valentine’s Day

Draw a line to match the holiday to its picture.

1. Thanksgiving

2. Independence Day (Fourth of July)

3. Valentine’s Day

4. New Year’s Day
Days, months, and holidays are proper nouns. All proper nouns begin with capital letters.

Write the word that completes the sentence correctly.

1. Today is _______________. (Thursday, thursday)

2. I do not go to school in _______________. (july, July)

3. We put the flag out for _______________. (independence Day, Independence Day)

4. We will have lots of fun on _______________. (Saturday, saturday)

5. Some kids start school in _______________. (august, August)
Underline the name of the day, month or holiday in each sentence. Write C if the name is written correctly. Write NC if the name is not correct. Then write it correctly.

1. We have no school on thursday.

2. It is Thanksgiving.

3. School is out on friday, too.

4. Are you going away in december?

5. We will be back on new year’s day.

6. It will be January then.
A verb is a word that shows action.

Write a verb from the box to complete the sentence. The pictures can help.

pull    jumps    play    wins    run

1. My pals and I ____________ games.
2. We ____________ to the gate.
3. Tran ____________ over the blocks.
4. One, two, three, ____________!
5. Jane ____________ the big race.
A comma (,) comes after the greeting and the closing in a letter.

Dear Jan, (greeting)
    I miss you. Do you like where you live now?
    Your pal, (closing)
    Val

1. Circle the commas after the greeting and closing in this letter.
   Dear Fred,
       Can you come to see me Monday?
       Your pal,
       Rick

2. Put commas after the greeting and closing in this letter.
   Hello Liz
       I won a big race. It was fun!
       Your pal
       Ann
Circle the verb in each sentence.
1. We went to Gram’s.
3. He walked my dog, too.
4. We came back on the plane.
5. The plane landed at 6 P.M.
6. I thanked Mack.

Write two sentences about how you help your friends. Circle the verbs.

7. ____________________________
   ____________________________

8. ____________________________
   ____________________________
Present tense verbs tell about action that happens now.

Add -s to most verbs to form the present tense.

jump + s = jumps

Write a present tense verb to complete each sentence. Add -s to the verb in ( ).

1. Dad ________________ care of the plants. (take)

2. His son ________________ to help. (want)

3. He ________________ the big tin can. (get)

4. He ________________ it with water. (fill)

5. Then he ________________ it over to Dad. (bring)
The important words in a book title begin with a capital letter.
The first word of a book title is always capitalized.
The title of a book is underlined.
Examples: The Girl in the Red Hat

Underline the book title that is correct.

1. Kids help out
   Kids Help Out

2. People Who Care
   people who care

3. How Can I Help?
   How can I help?

4. Let’s get together
   Let’s Get Together
Make these sentences tell about the present.
Underline the correct verb in ( ).

1. Chan (help, helped, helps) Mom today.

2. He (get, gets, got) a pan for her.

3. Mom (use, used, uses) two eggs.

4. She (adds, added, add) a cup of water.

5. Dad (ate, eats, eat) with them.

6. Mom (look, looked, looks) at the clock.

7. Chan (walks, walked, walk) to the bus.

8. He (wave, waves, waved) to Mom and Dad.
Past-tense verbs tell about actions that already happened.
Most verbs in the past tense end in -ed.

watch + ed = watched

Use a verb from the box to complete the sentence.
Circle the -ed ending in the verb.

walked  blinked  wanted  pulled  looked

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

1. I _______________ at the sun in my face.

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

2. Mom _______________ down the shade.

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

3. The cat _______________ into the den.

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

4. We _______________ at its shape on the shade.

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

5. Then the cat _______________ to eat.
A proper noun begins with a capital letter.
Examples:  Mitch lived in Texas.

Write the sentences. Capitalize the underlined proper nouns.

1. pam went on a whale watch.

2. She and mom got to the dock late.

3. They ran down ships way.

4. did nick see the ship in the water?

5. One ship came from paris.
Circle all the past tense verbs.

1. pitched looks cares walked
2. pats make made went
3. sat lived ran jumps
4. liked pulls said drinks
5. drag sang used helped

Rewrite each sentence to tell about the past. Change the underlined verb to past tense.

6. We **watch** the sun come up.

7. The kids **play** in the shade.

8. Ann and Seth **want** a drink.
Use the verb **is** to tell about one person, place, or thing.

Use the verb **are** to tell about more than one person, place, or thing.

**Write** **is** or **are** to complete each sentence.

1. My things ____________ all over the place.
   
2. Kim ______________ here to help.
   
3. The blocks ______________ in the box.
   
4. My space ______________ not a mess now.
Every sentence begins with a capital letter. A statement ends with a period. An exclamation ends with an exclamation point.

Write the statements correctly.

1. we are all here

2. gram is with us, too

3. our bags are in the tent

Write the exclamations correctly.

4. look out for that black stick

5. that is a snake, not a stick

LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Write is or are to complete each sentence.

1. “It ____________ time,” Mom said.

2. Jane and I ________________ in our best dresses.

3. Giles and Nick ________________ in back of us.

4. Giles ________________ so funny.

5. Our smiles ________________ very, very big!

Write a sentence about your family. Use is or are in the sentence.

6. ________________________________
A contraction is a short form of two words. The two words are put together and letters are left out. An apostrophe (’) shows where letters have been left out.

Example: She isn’t here. (is not = isn’t)

Look at the underlined contraction. Circle the two words used to make the contraction.

1. Papa wasn’t at his shop. Papa was not at his shop.

2. We didn’t go to school. We did not go to school.

3. They aren’t walking the dogs.
   They are not walking the dogs.

4. Gram couldn’t ride her bike.
   Gram could not ride her bike.

5. The buses weren’t running.
   The buses were not running.
A contraction is a short form of two words. An apostrophe (’) takes the place of letters that are left out to make the contraction.

Write the contraction for the underlined words in each sentence.

1. Splash does not want to help.

2. “That is not fun,” he said.

3. He would not scrub the pans.

4. He did not scrape the dishes.

5. “You are not going to play,” Mom said.
Use the words in ( ) to form a contraction. Write the contraction to complete the sentence.

1. Gram ____________ in here. (is not )
2. She ____________ out back. (was not )
3. I ____________ see her on the deck. (did not)
4. Gram ____________ hide in there. (would not)
5. Why ____________ we call her? (do not )
6. We ____________ looked in all her hiding places yet. (have not)
Use the verbs *was* and *were* to tell about the past. Use *was* to tell about one person, place, or thing. Use *were* to tell about more than one person, place, or thing.

**Write was or were to complete the sentence.**

1. Our school play ___________ today.

2. All the kids ___________ in it.

3. Kim and Joe ___________ little bugs.

4. I ___________ a rose bush.

5. One boy ___________ a robin.

6. The funny hats ___________ for Kim and Ted.
A proper noun names a special person, place, or thing. A proper noun begins with a capital letter.

Read each row of words. Circle the word or words that should begin with capital letters.

1. girl  fran  bob
2. mike  he  elm lane
3. hill  grove school  home
4. boy  soon  miss rose

Fill in the blanks to complete the sentences. Use the proper nouns you circled above.

5. ___________ and ___________ were ___________. They were walking to the ___________.

6. Wasn’t that ___________ at the bus stop?

---

LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Practice

Name ________________________________

Circle and write **was** or **were** to complete each sentence.

1. Six white gulls _____________ on the sand.
   
   was  ________

2. One gull _____________ on the post.
   
   was  ________

3. Some fish _____________ under the water.
   
   was  ________

4. Soon, all the gulls _____________ together.
   
   was  ________

5. The gull’s bill _____________ opened wide.
   
   was  ________

6. That _____________ a big splash!
   
   was  ________
Use the verb **has** to tell about one person, place, or thing.
Use the verb **have** to tell about more than one person, place, or thing.

**Match parts to write a sentence about the picture. Circle the verb in each sentence.**

My pal Chan *have* fun together.
Your bag *has* a big hole in it.
Ann and Bill *have* string on them.
The two piles *has* a box of games.

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
Every sentence begins with a capital letter.
A statement ends with a period.
A question ends with a question mark.

Write each sentence correctly.

1. what does Joe have in the sack

2. joe has some pine cones for us

3. do you have string to hang the cones

4. the flock has a nice place to eat now
Write has or have to complete each sentence.

1. He ____________ a pile of used papers.
2. They all ____________ a blank side.
3. Tekla ____________ a good plan.
4. We ____________ some brushes.
5. The girls and boys ____________ fun.
6. This one ____________ a funny face on it.
The verbs go and do have different forms for the present tense and the past tense.

Present:    go, goes    do, does
Past:       went        did

A. Underline the present tense forms of go or do. Circle the past tense forms of go or do.
1. The rain goes plop, plop, plop!
2. Did you hear that great big clap?
3. Why does it have to rain so much?
4. The lights went out.
5. What will we do now?

B. Write a sentence about the weather. Use the past tense of go or do.
6. __________________________________________________________
   __________________________________________________________
Begin proper nouns with capital letters. If the name of a person or place is more than one word, capitalize all the important words.

Sam Shade
Flop the Fish

Circle the letters that should be capital. Write the proper nouns correctly.

1. tank the tiger went outside with his son.
   
2. “See how the sun goes in and out,” stripe said.
   
3. I do not like the sound of the wind,” said papa ape.
   
4. “The air does have a chill,” said snap the Snake.
   
5. “Did anyone watch the news?” Mama ape said.

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LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

César Chávez • Grade 1/Unit 4 GR53
Underline a form of the verb go or do in each sentence. Write Present or Past to tell the tense of the underlined verb.

1. My cat does not like __________________________ the rain. __________________________

2. She goes under the chair to hide. __________________________

3. My dogs do like the rain. __________________________

4. They went out when Mom came in. __________________________

5. Did they get all wet? __________________________

6. Mom makes them go to the shed. __________________________
The verb **see** has different forms for the present tense and the past tense.

**Present:**  
see, sees

**Past:**  
saw

Circle sentences that tell about the present.  
Underline sentences that tell about the past.

1. We saw a play about Ben Franklin.
2. Ben cannot see well.
4. Ben’s son Will sees a kite and string.
5. Will saw that it was raining outside.
6. He said, “Did you see the kite?”
7. Ben says, “I’ll show you.”
Use commas in a letter
• after the greeting and the closing,
• between the day and year in a date,
• between the name of a city and state.

Circle the commas in this letter.

June 30, 1752
Dear Peter,
My idea worked. I said it would. Come see me in Philadelphia, Pennsylvania.
    Your friend,
    Ben

Add the missing commas in this letter.

May 10 1815
Dear Granddad
   Do you like living in Bath Maine? Mom said we can visit soon. I’ll bring my new kite.
   Your best girl
   Lena
A. Write the correct tense of see to complete each sentence.

1. Mom, “You should __________ this.”

2. Al and Jo __________ Mom fill a pot with water.

3. They __________ her put the pot on the stove.

4. “We __________ Dad do that once,” they said.

5. “I __________ Dad salt the water,” Jo says.

6. Then Al __________ steam rise up.

B. Rewrite two of the sentences.
Use the past tense of see.

7. ____________________________

8. ____________________________
A **contraction** is a short form of two words. An **apostrophe** (’) takes the place of the letters that are left out.

**Write a contraction from the word box for the underlined words.**

- don’t
- haven’t
- wasn’t
- wouldn’t
- couldn’t

1. Little Spot **would not** help clean up. ____________

2. Mama Spot **was not** very happy. ____________

3. Little Spot **could not** go out to play. ____________

4. “I do not like sad endings,” Beth said. ____________

5. “I have not come to the end,” said Dad. ____________
An **apostrophe** (‘) takes the place of the **o** in **contractions** formed with **not**.
Example: have + not = haven’t

**Write a contraction for the two words in ( ).**

1. “I ________________ think
   Bumpy is home,” Sandy said. (do not)
   
2. “He ________________ in
   here taking a bath,” said
   Big Green Frog. (is not)
   
3. “He ________________
   jump in the pond for a
   swim,” said White
   Swan. (did not)
   
4. Bumpy ________________
   anywhere Sandy looked. (was not)
Mark the contraction for the underlined words.

1. “This **does not** look good,” said Bunny.
   - didn’t  don’t  doesn’t

2. “That **was not** a great idea,” Fox said.
   - wasn’t  wouldn’t  weren’t

3. “I **did not** want you to do it,” Bear said.
   - don’t  isn’t  didn’t

4. “Mom **is not** going to like it,” said Bunny.
   - won’t  isn’t  wasn’t

5. “I **do not** like it!” Mama Rabbit said.
   - won’t  don’t  doesn’t

6. “You have **not got** any hair!”
   - can’t  hasn’t  haven’t

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LC 1.3 Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
An **adjective** is a word that tells about a noun. Some adjectives tell what kind. Some adjectives tell how many.

Examples:

<table>
<thead>
<tr>
<th>What kind</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td>a <em>nice</em> boy</td>
<td>three <em>girls</em></td>
</tr>
<tr>
<td>the <em>silly</em> dog</td>
<td><em>many</em> cats</td>
</tr>
</tbody>
</table>

Circle the adjectives that tell what kind. Underline the adjectives that tell how many.

1. Those are cute pigs.

2. I used pink clay to shape them.

3. What funny tails those pigs have!

4. Who made the two ducks?

5. This hen has some chicks.

6. This little chick keeps falling down.
The name of a special person or place is a **proper noun**. Proper nouns begin with capital letters.

Circle the proper noun in each sentence. Write it correctly on the line.

1. val has some sand and a glass jar. ________________
2. Is the sand from jones beach? ________________
3. No, mother got it at a little shop ________________
4. The shop is on main street. ________________
5. Now amy puts in red sand. ________________
Write an adjective to tell about the underlined noun.

1. Who made that ___________ quilt?

2. It has ___________ squares.

3. Look at the ___________ sheep.

4. A ___________ sound scared them.

5. The sheep ran down the ___________ hill.

6. Now the ___________ girl can’t find them.
Add -er to an adjective to compare two people, places, or things.
Add -est to an adjective to compare three or more people, places, or things.

Write the adjective that completes the sentence correctly.

1. Of all our kites, Al’s has the _______________ tail.
   longer longest

2. This is the _______________ spot in the whole park.
   highest high

3. The wind is _______________ now than before.
   strong stronger

4. Kim’s kite is _______________ than my kite.
   newer newest

5. Mine is the _______________ kite of all in the sky.
   big biggest
Every sentence begins with a capital letter. Every sentence ends with a special mark.

Circle the sentence that is correct.

1. which plane has longer wings?
   Which plane has longer wings?

2. My plane can fly over the tallest tree.
   my plane can fly over the tallest tree

3. His plane is lighter than yours.
   his plane is lighter than yours?

4. Is that the fastest plane of all
   Is that the fastest plane of all?

5. Push the littlest plane out of the way
   Push the littlest plane out of the way!
Circle the adjective that compares in each sentence. Write 2 if the adjective compares two. Write 3 if the adjective compares three or more.

1. Lee has the newest bike of all. 
2. The lighter bike belongs to Pam. 
3. This bus is bigger than that bus. 
4. The oldest boat broke down. 
5. The smallest plane landed first. 
6. Which of those trains is longer? 
7. The fastest sled dog leads the pack. 
8. My dog is slower than a mule.
Find the word in the second sentence that means the same as the underlined word. Write both words on the lines.

1. Mom told me to put on my hat.
   This cap will block the sun.

2. My job is to dig up the dirt.
   It is hard work.

Find the word that means the opposite of the underlined word. Write both words.

3. We got an early start.
   We worked until it was late.

4. Look at how big the plant has grown.
   It came from such a little seed.
The important words in a book title begin with capital letters. Book titles are underlined.

Look at the books. Then write the book titles correctly to answer the questions.

1. What book is by Eric Carle?

__________________________________________________________

__________________________________________________________

2. What book by Helene Jordan tells how a seed grows?

__________________________________________________________

__________________________________________________________

3. What book is about growing a bean plant?

__________________________________________________________

__________________________________________________________
Read the story.

Write S if the underlined words in each part are synonyms.

Write A if the underlined words are antonyms.

The little plant wanted to be as big as the other plants in the garden.

He tried to stretch his stem, but he couldn’t reach up any higher.

“I don’t like being short,” he said. “I want to be tall now.”

“Wait,” his sister said. “The sun will shine on you. Rain will fall and soak the dirt. You will drink in the water and other good things from the ground. Then you will grow.”

“Is there a faster way?” he said.

“There’s no quicker way,” she said.
Some adjectives tell what color something is.

Write a color word from the box to complete the sentences. Use each word only one time.

white   gray   blue   red   yellow

1. What can your new ____________ robot do?

2. It made me this ____________ scarf.

3. It can drive our big ____________ machine.

4. It can fix my old ____________ cart.

5. My barn was ____________.

6. Now look at my ____________ barn.
Contractions that are formed with the word **not** use an apostrophe (') to take the place of the letter **o**.

Write the sentences. Replace the underlined words with a contraction.

1. The yellow bus was not on time.

2. We could not get into the white tent.

3. The boys on the blue bikes are not staying.

4. They do not need their green tickets.

5. We did not see any red smoke.
Circle the color word in ( ) to complete the sentence.

1. Mr. Whiz put on a (white, hat, long) coat.
2. He got into his (see, like, blue) machine.
3. The (square, hard, green) screen lit up.
4. One of the (pink, low, two) lights blinked.
5. He pulled the (little, yellow, go) switch.
6. (Dry, Gray, What) smoke filled the air.
7. There was a (red, loud, box) flash.
8. He was flying in (out, black, low) space.
Some adjectives are words for numbers.
Example: There are seven children on the track.

Complete the sentence. Write the number word that stands for the number in ( ).

1. The track is __________ mile long. (1)

2. There are __________ kids on my team. (8)

3. I couldn’t run fast when I was __________. (4)

4. Now I am __________ and run very fast. (7)

5. I beat __________ runners in a race. (5)

6. My team has won __________ races. (10)
The days of the week are proper nouns. The names of the days begin with capital letters.

**Write the word that is correct.**

1. Mark can do just one spin on ___________.
   - thurs. Thursday
   - thursday

2. He tried to do three spins on _______________.
   - Tuesday tues tuesday

3. He fell down six times on _______________.
   - wed. Wednesday
   - wednesday

4. By _______________, he can spin four times.
   - fri. Friday
   - friday

5. He spins five times on _______________.
   - sun. Sunday
   - sunday
Circle the number words in the box. Then write number words from the box to complete the sentences. Use a word only once.

<table>
<thead>
<tr>
<th>two</th>
<th>big</th>
<th>puppy</th>
<th>four</th>
<th>seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>nine</td>
<td>five</td>
<td>clean</td>
<td>ten</td>
</tr>
<tr>
<td>three</td>
<td>eight</td>
<td>one</td>
<td>six</td>
<td>new</td>
</tr>
</tbody>
</table>

1. I can keep ____________ balls in the air.
2. Lin can lift ____________ bags of blocks.
3. Joey can go up ____________ stairs at a time.
4. Rosa can run and jump ____________ feet.
The **subject** of a sentence tells **whom** or **what** the sentence is about.
Example: **Pam** knows about bugs.

The **predicate** tells what the subject does.
Example: Two moths **fly around the light**.

Make each sentence tell about the picture. Choose a subject or predicate from the box. Write it on the line.

<table>
<thead>
<tr>
<th>jumps in the grass</th>
<th>march up the hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>A butterfly</td>
<td>Many bees</td>
</tr>
</tbody>
</table>

1. ___________ live in the hive.

2. Six little ants ________________.

3. ___________ lands on the rose.

5. A grasshopper ________________.
A sentence begins with a capital letter and ends with a special mark.

Write each sentence correctly.

1. where is my friend Fuzzy

2. little Ant does not know

3. the other bugs can’t find her

4. is Fuzzy hiding in that silky case

5. fuzzy is a now a beautiful butterfly

LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
Circle the subject in each sentence.

1. Some bugs live in the ground.
2. That dirt pile is an ant hill.
3. Ants live inside.

Circle the predicate in each sentence.

4. Henry likes to watch ants.
5. This store sells ant farms.

Write a subject to complete each sentence.

6. A tiny ____________ is on the leaf.
7. _______________ likes all kinds of bugs.

Write a predicate to complete each sentence.

8. A caterpillar _________________.
9. An ant ___________________.
A pronoun is a word that takes the place of a noun.
Example: The ship went to the moon.
It went to the moon.

Write a pronoun from the box in place of the underlined words.

He  It  They  We

1. The children in my class learned about space.
2. The space ship landed on the moon.
3. Two men got out of their ship.
4. One man walked on the moon.
5. The other man picked up moon rocks.
6. The ship blasted off for Earth.
The name of a holiday begins with a capital letter.

Complete each sentence with a holiday name. Write the holiday correctly. Use each holiday name only once.

1. I gave Dad a book about space for ________________.
2. We made dinner for Mom on ________________.
3. ________________ is a day for us to give thanks.
4. When is ________________?
5. This ________________ card is for you.

mother’s day  father’s day  thanksgiving
valentine’s day  new year’s day
Mark the correct pronoun to take the place of the underlined subject.

1. Kim and her dad watch from the ground.
   - He
   - It
   - They

2. Kim’s mom is on that space ship.
   - We
   - She
   - It

3. Dan Burns is on this trip, too.
   - They
   - I
   - He

4. Dan and Kim’s mom look out the window.
   - They
   - She
   - We

5. Earth looks beautiful from space.
   - He
   - It
   - We
A pronoun is a word that takes the place of a noun.

Write the sentence. Use a pronoun from the box in place of the underlined subject.

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>It</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mrs. Hook makes clay dolls.

2. Her sister and friend make them, too.

3. The red clay gets very hard.

4. The colorful clay dolls are for sale.

5. Dad buys a doll for Mom.
Use a comma
• between the day and year in a date.
• between the name of a city and state.
• after the greeting and closing in a letter.

Put commas where they belong.

1. Mom left her old job on May 16 2004.
2. She got a new job in Dayton Ohio.
3. June 19 2004

Dear Granddad

Mom loves her job. She is very happy. Mr. Walker is her new boss. He said Mom is the best worker in the whole place.

Your grandson

Marco
Rewrite the sentence. Write a pronoun for the underlined subject.

1. My dad has a friend named Willie.

2. Willie has a fun job.

3. His job is to make children laugh.

4. Penny works with Willie.

5. Penny and Willie are clowns.
Use the pronoun **I** in the subject of a sentence.
Use the pronoun **me** in the predicate of a sentence.

Choose the pronoun that belongs in the sentence.
Write it on the line.

1. __________ want to learn about deer. (I, me)

2. Mom helps __________ learn. (I, me)

3. She reads __________ facts about deer. (I, me)

4. __________ learn that a baby deer is called a fawn. (I, me)

5. Mom shows __________ a fawn’s spots. (I, me)

6. __________ learn that some deer grow antlers. (I, me)
The pronoun I is always a capital letter.

Example:    I have a new puppy.

Complete each sentence with I.

1. ___________ got a puppy from my Mom and Dad.
2. ___________ named my puppy Flop.
3. Dad and ___________ teach Flop to fetch.
4. Every day, ___________ watch Flop grow bigger and bigger.
5. ___________ think Flop is too big for his bed.
6. Mom and ___________ buy Flop a new bed.
Circle the pronoun that belongs in the sentence. Write it on the line.

1. ___________ went to see our new baby horse.
   Me  He  I
   ___________

2. Dad tells ___________ it is called a colt.
   she  me  I
   ___________

3. Dad and ___________ watch the colt try to stand.
   it  I  me
   ___________

4. ___________ will watch the colt grow up.
   I  Me  It
   ___________

5. The colt does not know ___________ yet.
   she  I  me
   ___________

6. One day, the colt will be friends with _____________.
   it  I  me
Parts of two sentences are sometimes the same. Use **and** to join two sentences with parts that are the same.

Underline the parts that can be joined by **and**. Write the new sentence.

1. Penny Pig gets bricks.  
   Penny Pig gets mud.

2. She will be warm.  
   She will be dry.

3. Look at Suzi Pig!  
   Look at Pauly Pig!

4. Now those lazy pigs are wet.  
   Now those lazy pigs are cold.
The pronoun **I** is always a capital letter.
A proper noun begins with a capital letter.

Write the sentence correctly.

1. Paco and **I** play in my tree house.

2. **I** live close to New York City.

3. My best friend is **Paco Ortez**.

4. He and **I** both go to Oak Hill School.

5. Mr. Ortez teaches and coaches there.

**LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
Make one sentence from each pair of sentences. Write the new sentence.

1. Dad has wood.
   Dad has a bucket of nails.

2. The boys want to help.
   I want to help.

3. We work hard.
   We finish the house.

4. Soon, winter will be here.
   Soon, snowy days will be here.

5. Our new house is warm.
   Our new house is cozy.
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Scoring Chart GR91

