

Macmillan/McGraw-Hill

READING  
**Triumphs**

GRADE 1

**Practice  
Book**





Dear Family Member or Caregiver:

Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.

Each week your child will bring home a Take-Home Story for the two of you to read together and discuss. You can help your child review vocabulary words and practice key reading skills taught that week.

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

B

The McGraw-Hill Companies



**Macmillan/McGraw-Hill**

Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

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Printed in the United States of America

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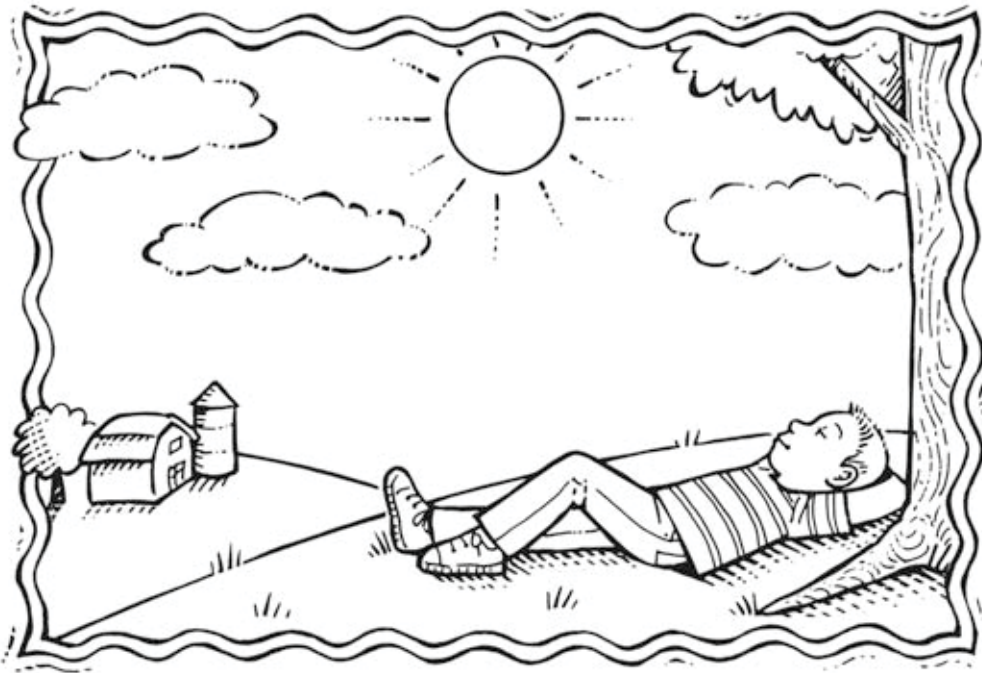
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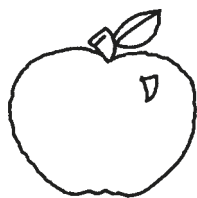
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Name \_\_\_\_\_

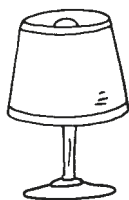
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



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

2.



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

3.



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

4.



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


5.

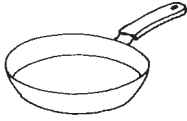


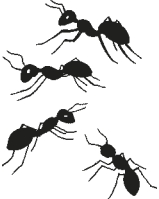
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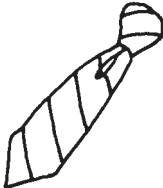
Name \_\_\_\_\_


Say each picture name. Write the letter that stands for the sound at the beginning of its name.

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

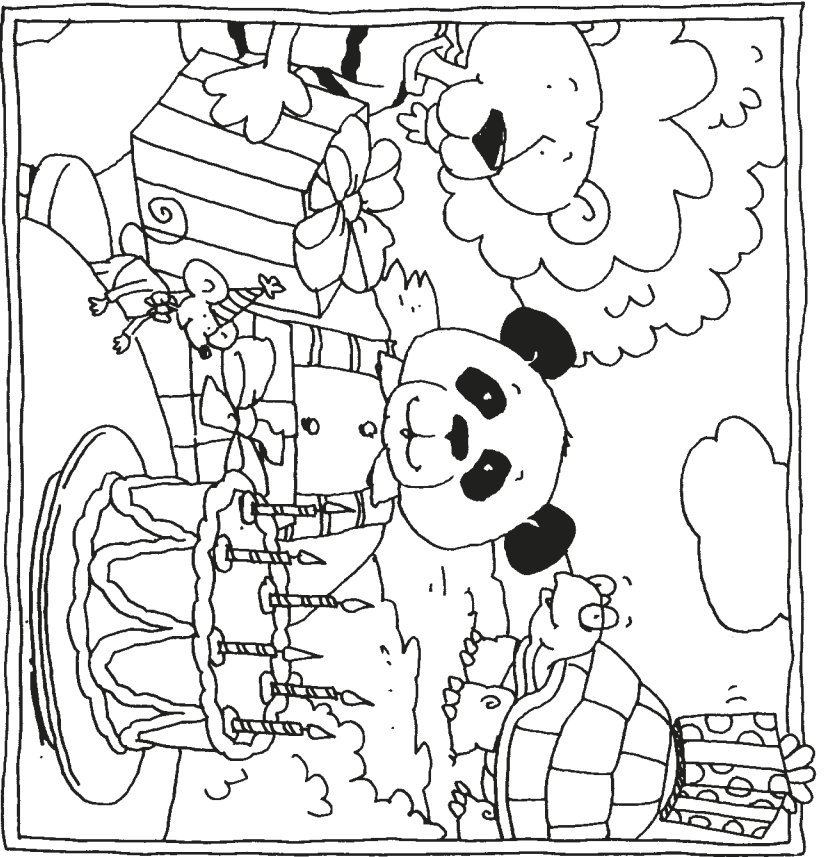
2.  \_\_\_\_\_  
\_\_\_\_\_


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

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

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





I am a  .  
mouse

4

**High-Frequency Words:**  
Circle the words I and a  
in the story.




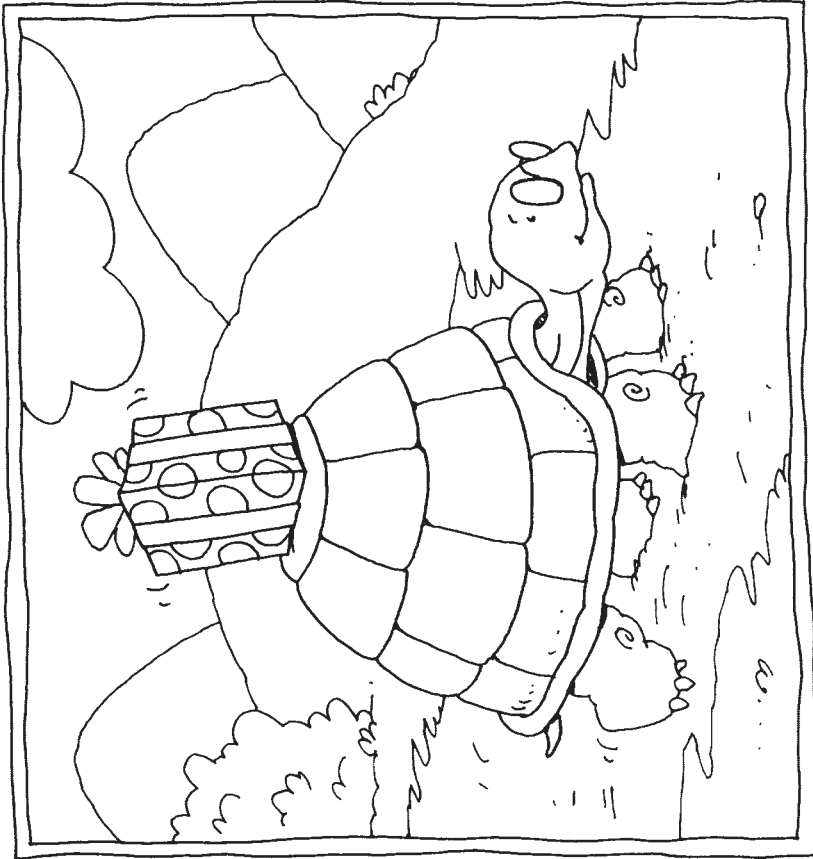
**At Home:** Ask your  
child to read the  
book aloud to you.

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**I Am**



I am a  .  
lion

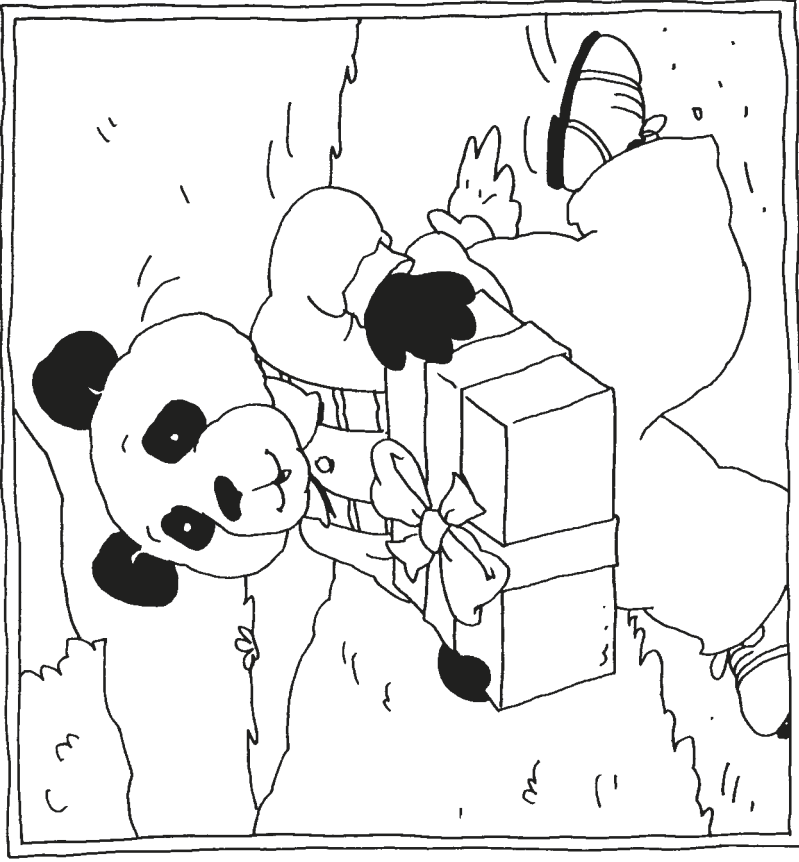


I am a .  
turtle

---

**Phonics:** Circle the animals that have two syllables in their names.

2



I am a .  
panda

---

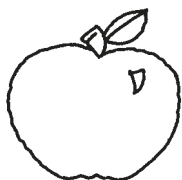
**Comprehension:** Where are the animals going?

3

Name \_\_\_\_\_

**A. Say the name of the picture. Listen to the beginning sound. Then write the letter.**

1.



a

2.



t

3.



m

**B. Blend the sounds and say the word. Write the word.**

1. am



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. at



\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Blend the sounds and say the word. Write the word.

1. am



\_\_\_\_\_

-----

\_\_\_\_\_

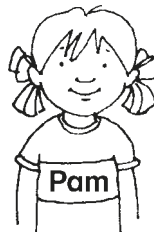
2. Pam



\_\_\_\_\_

-----

\_\_\_\_\_



3. at



\_\_\_\_\_

-----

\_\_\_\_\_

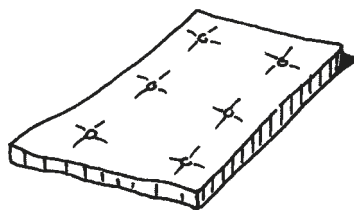
4. mat



\_\_\_\_\_

-----

\_\_\_\_\_





I like  
peanuts .



**At Home:** Ask your child to read the book aloud to you.

**High-Frequency Words:**  
Circle the words **I** and **like** in the story.

**I Like**



I like  
trees .



I like .  
leaves

---

**Phonics:** Find something in the story that starts with **m**. Color it brown.



I like .  
monkeys

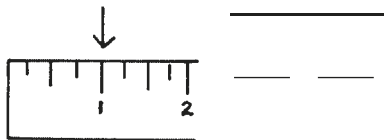
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**Comprehension:** What is in the tree house?

Name \_\_\_\_\_

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

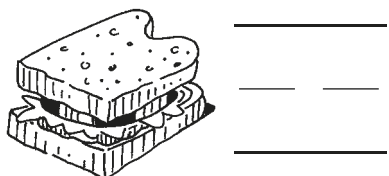
1.



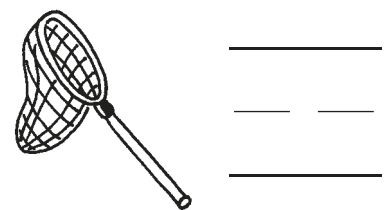
2.



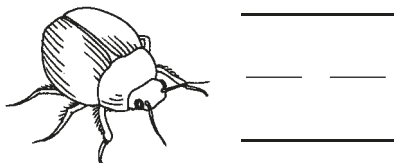
3.



4.



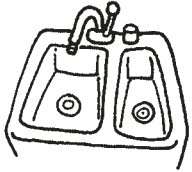
5.



Name \_\_\_\_\_

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.

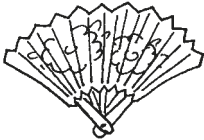


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

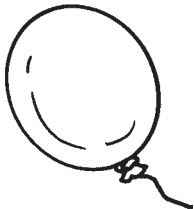


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

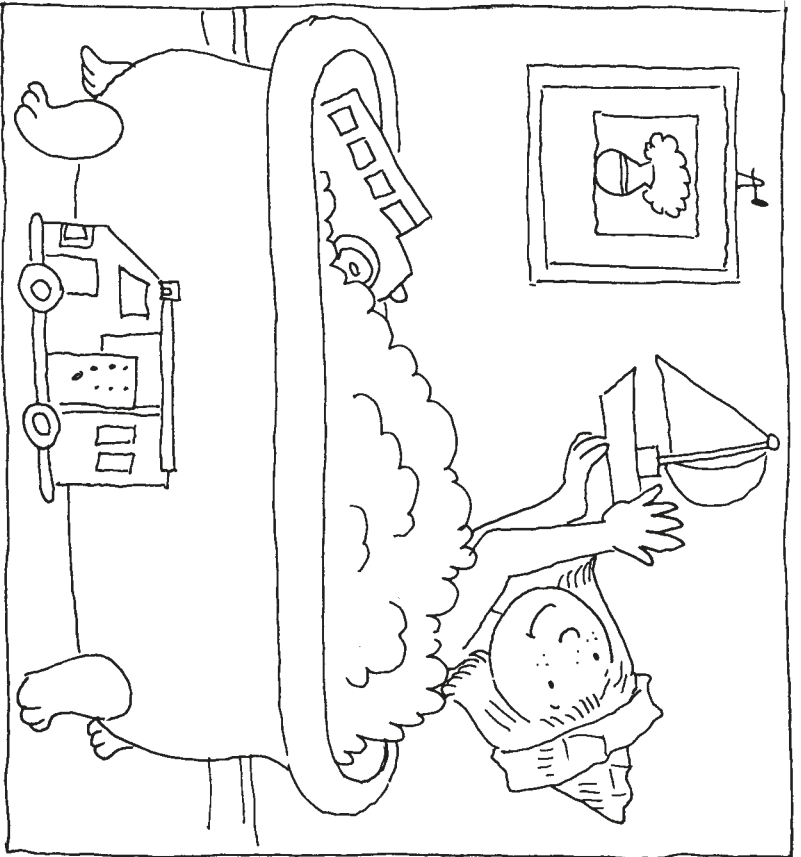


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



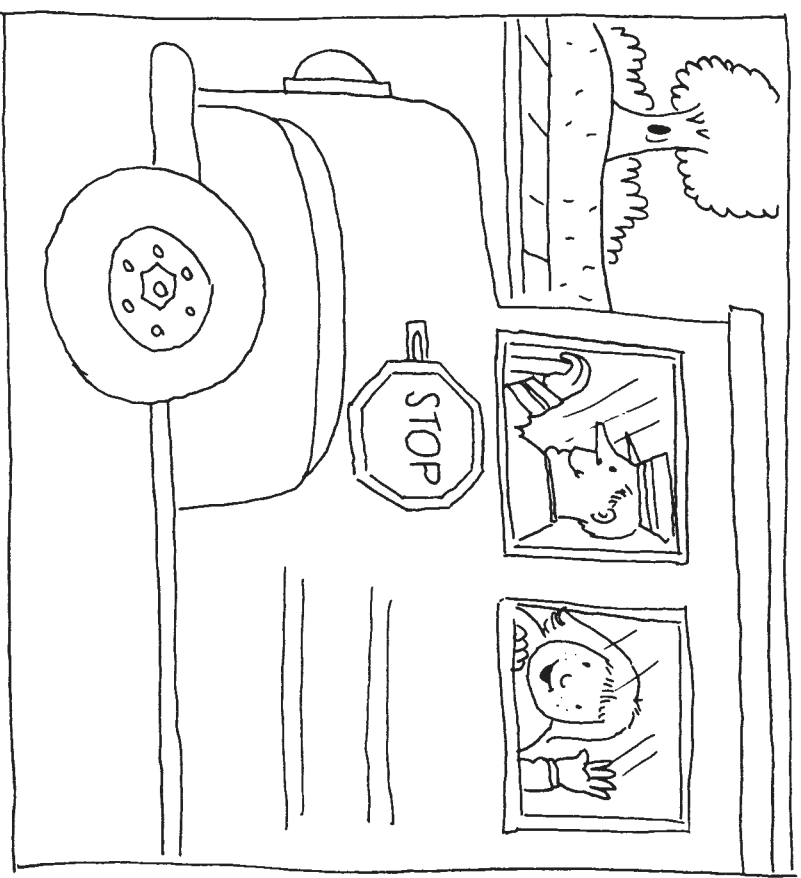



I am in a  !  
 bathtub

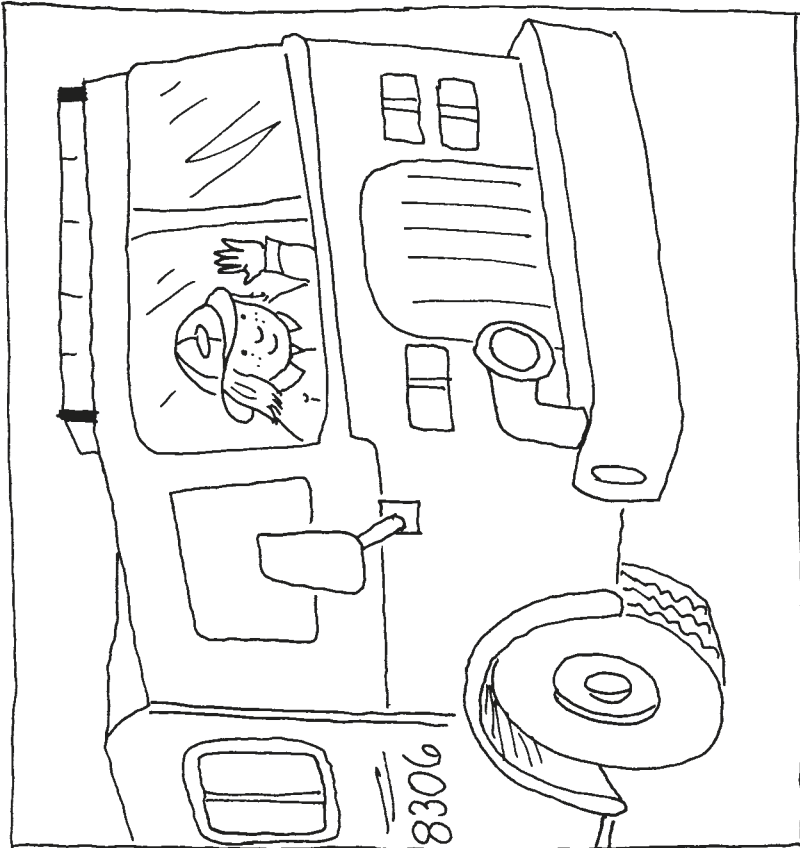
**High-Frequency Words:**  
 Circle the word in in the  
 story.


 **At Home:** Ask your  
 child to read the  
 book aloud to you.

# I Am in It



I am in a  .  
 school bus

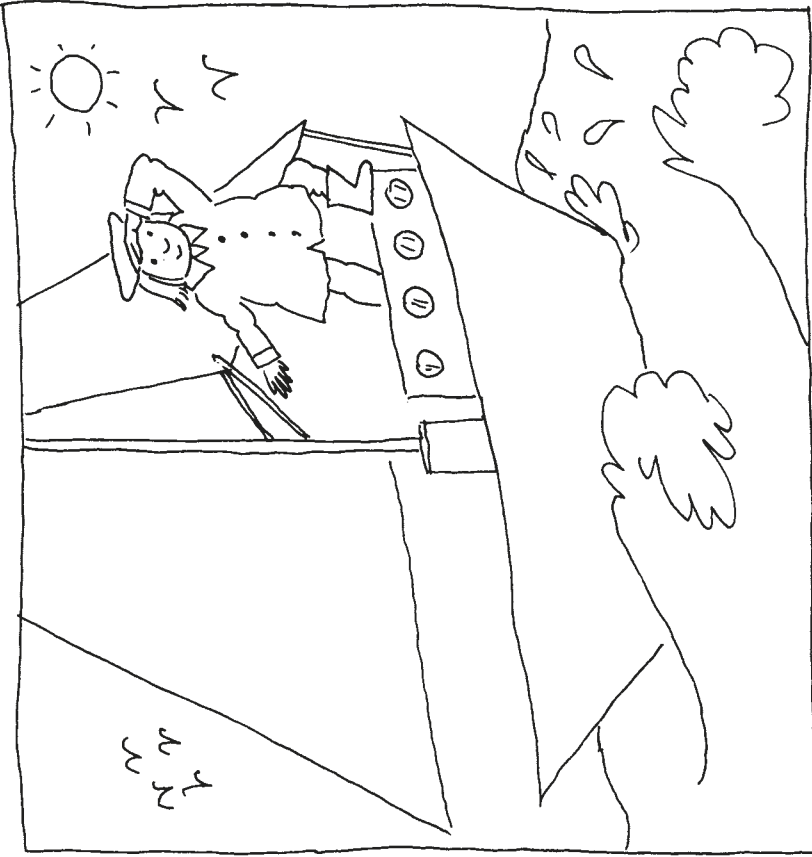



I am in a  .  
fire truck

---

Phonics: Find two things in the story that start with **b**. Color them blue.

2



I am in a  .  
boat

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---

Comprehension: Where is the girl?

3

Name \_\_\_\_\_

**A. Say the name of each picture. Listen to the beginning sound. Then write the letter.**

1.

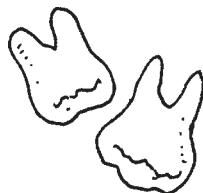


\_\_\_\_\_

i \_\_\_\_\_

\_\_\_\_\_

2.

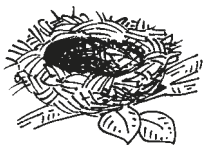


\_\_\_\_\_

t \_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

n \_\_\_\_\_

\_\_\_\_\_

**B. Blend the sounds and say the word. Write the word.**

1. in



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. it



\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

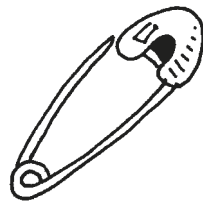
Blend the sounds and say the word. Write the word.

1. in  
→

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

2. pin  
→

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

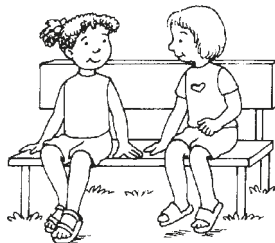


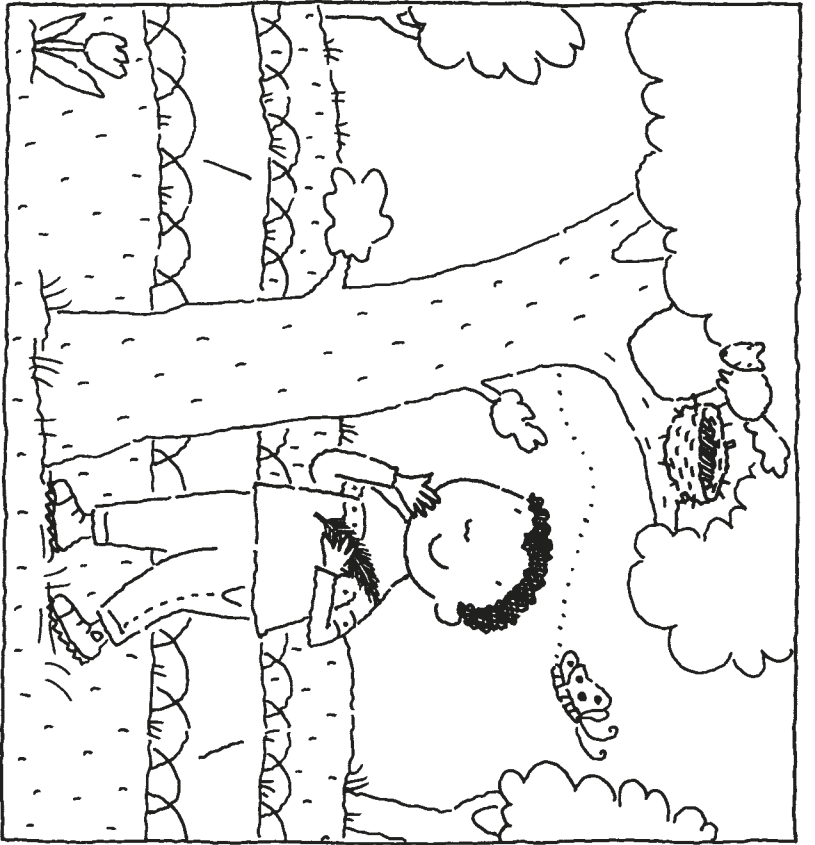
3. it  
→

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

4. sit  
→

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





I see a  
nest .

I like it!

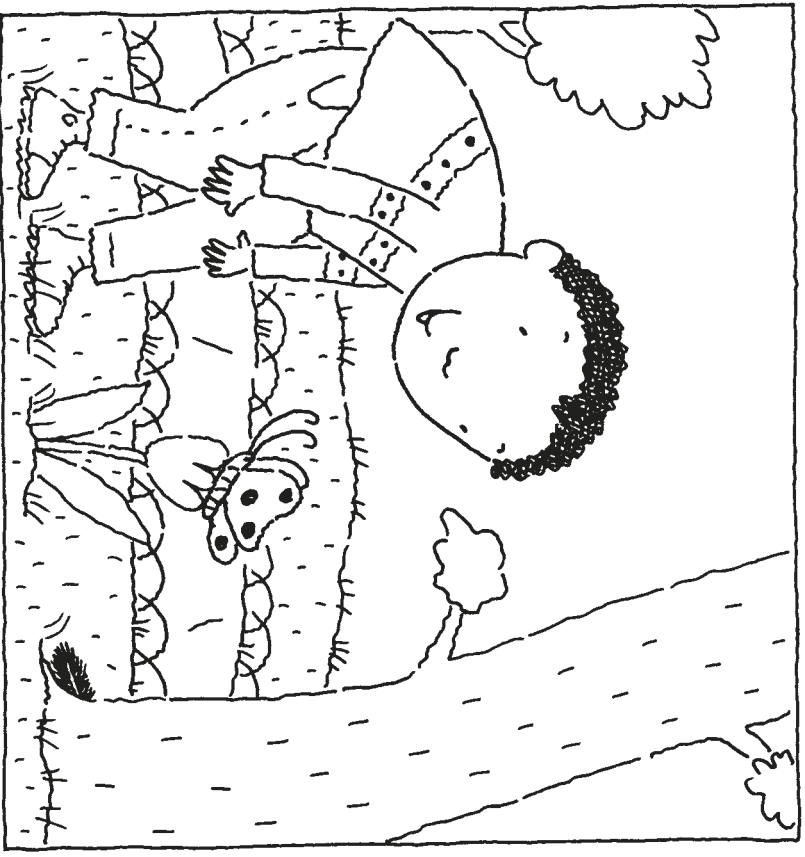
**High-Frequency Words:**  
Circle the word see in the  
story.

4



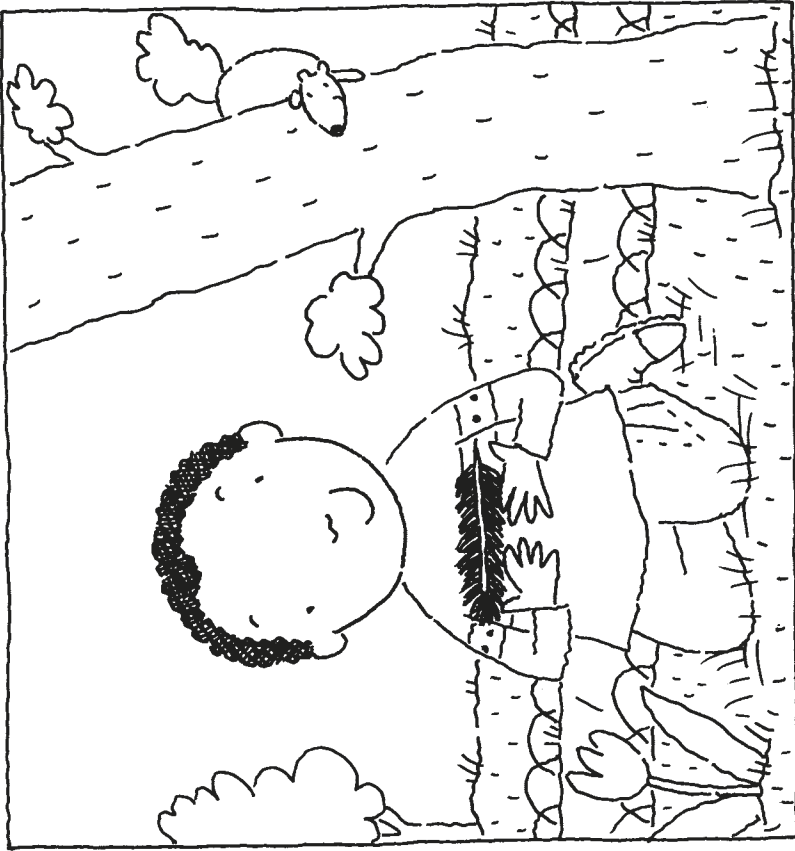
**At Home:** Ask your  
child to read the  
book aloud to you.

# I Like It



I see a  
butterfly .

I like it!

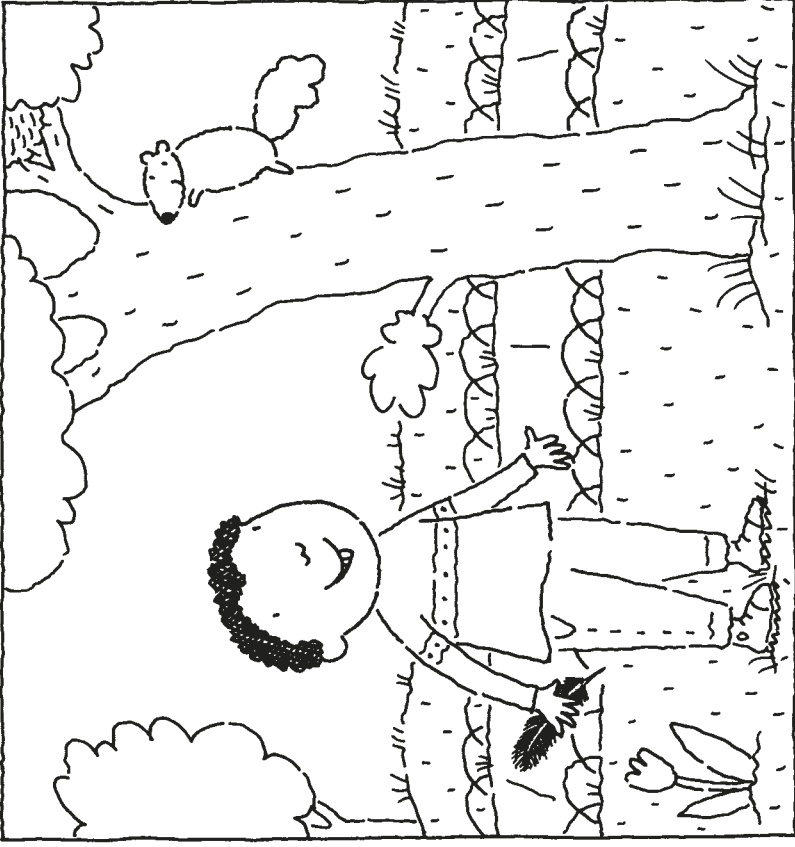


I see a .  
feather

I like it!

**Phonics:** Find something in the story that has three syllables in its name. Color it purple.

2



I see a .  
squirrel

I like it!

**Comprehension:** What is the boy looking at?

3

Name \_\_\_\_\_

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.

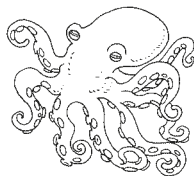


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

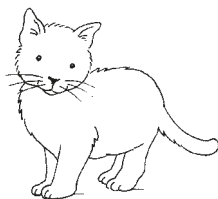


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

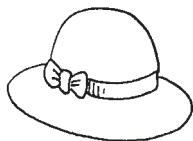


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

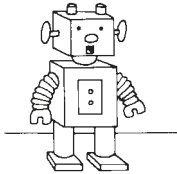
\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

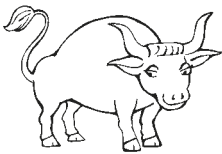


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

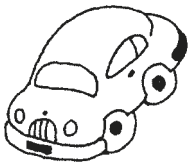


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

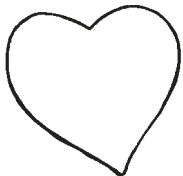


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



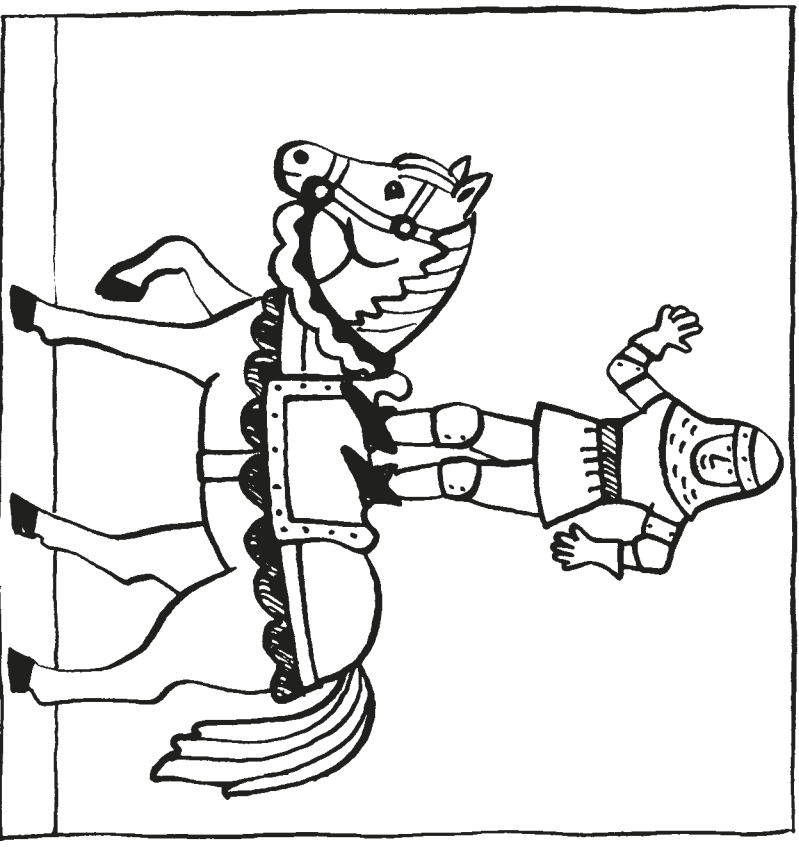
\_\_\_\_\_

\_\_\_\_\_

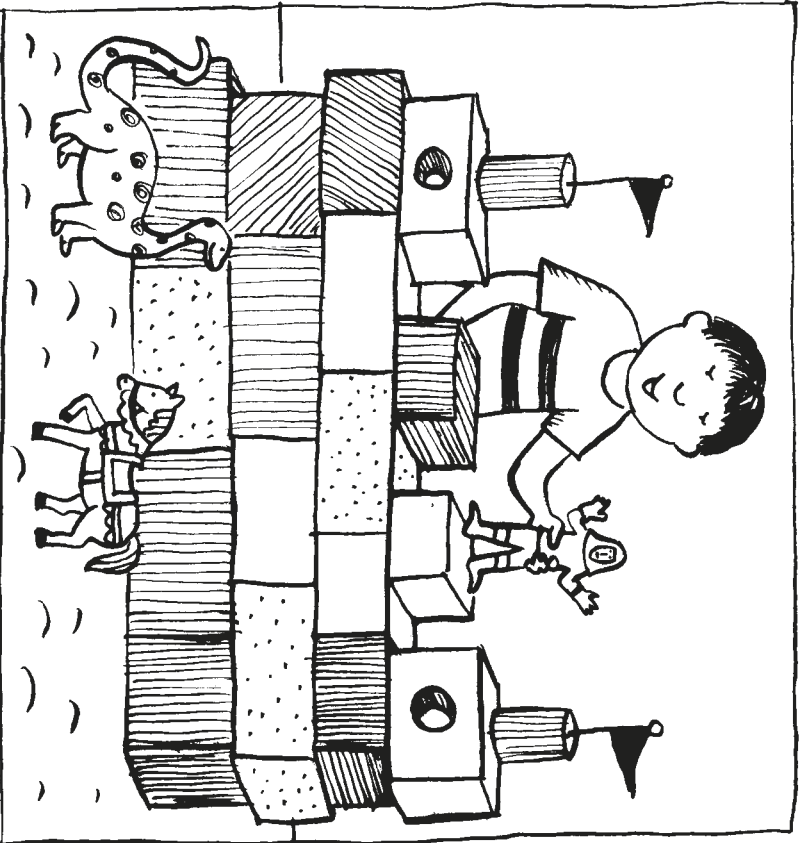
\_\_\_\_\_



# On the Horse



I am on the  .

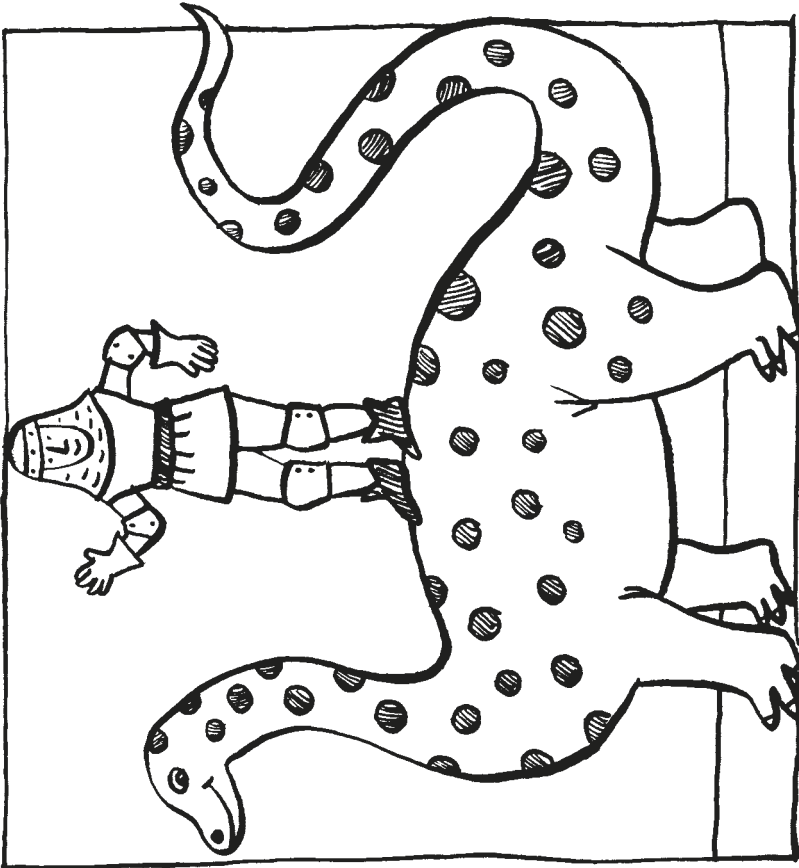


I am on the  .

**High-Frequency Words:**  
Circle the word the in the  
story.



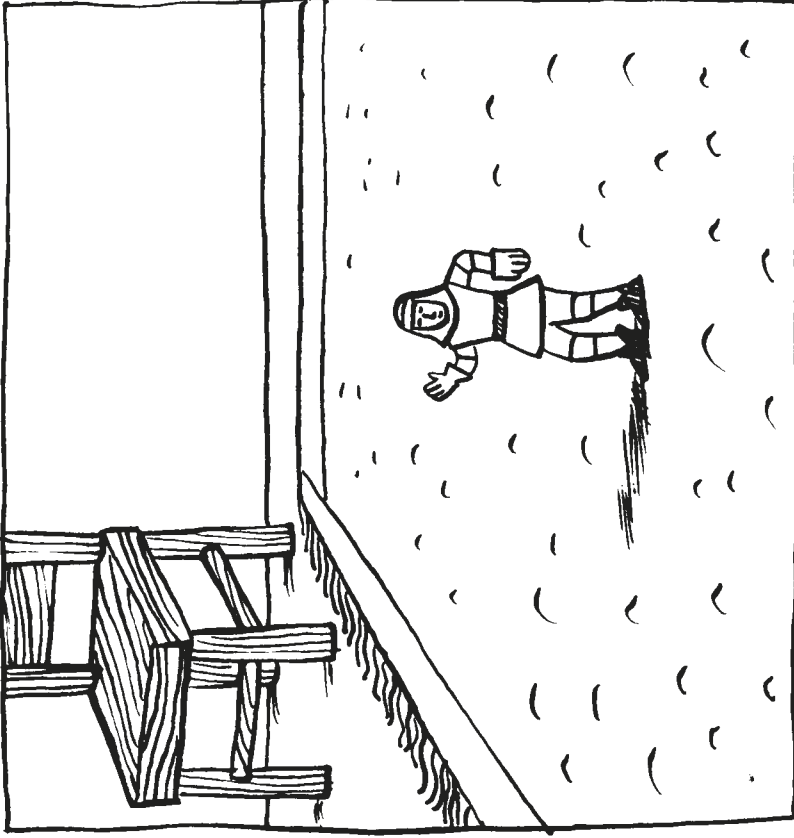
**At Home:** Ask your  
child to read the  
book aloud to you.



I am on the  dinosaur.

**Phonics:** Find something in the story that rhymes with **bug**. Circle it.

2



I am on the  rug.

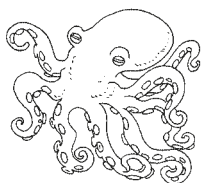
**Comprehension:** How did the toy get from the dinosaur to the rug?

3

Name \_\_\_\_\_

**A. Say the name of each picture. Listen to the beginning sound. Then write the letter.**

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Blend the sounds and say the word. Write the word.**

1. **on** →

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Blend the sounds and say the word. Write the word.

1. **on**  
→

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

2. **top**  
→

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



3. **mop**  
→

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

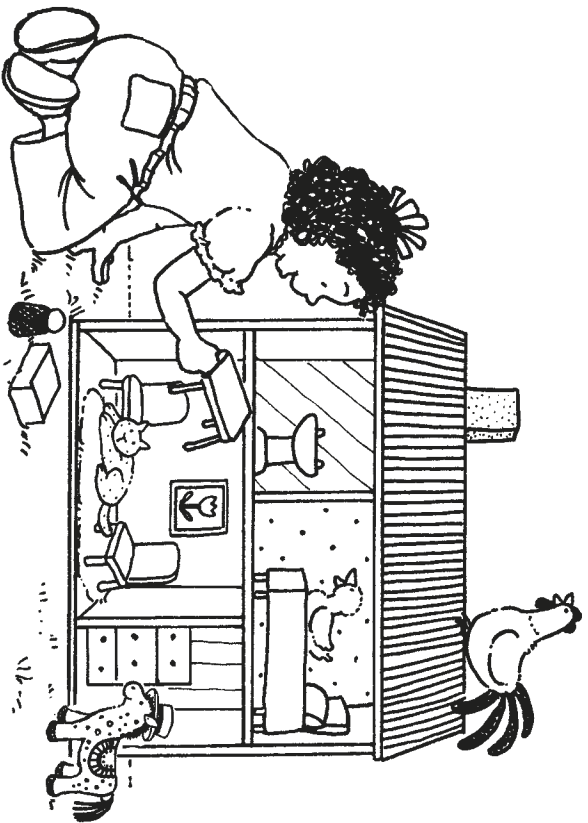


4. **stop**  
→

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

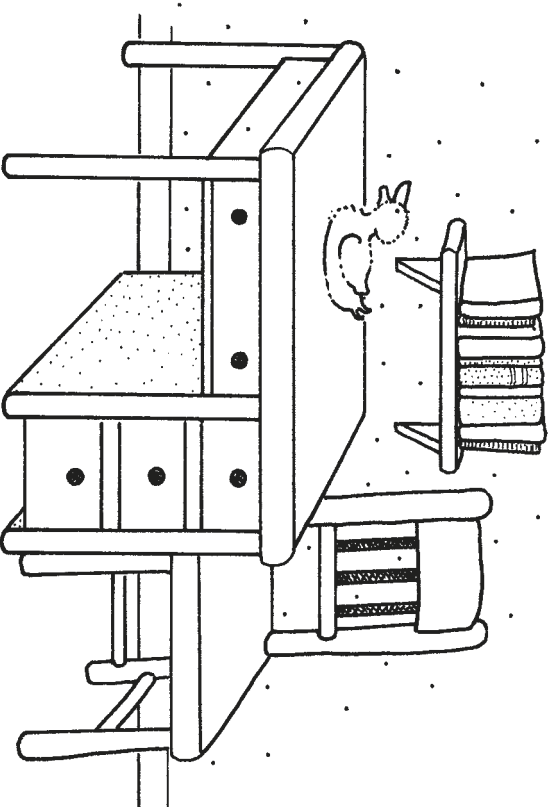


# I See



I see the  .  
rooster

It is on a  .  
roof

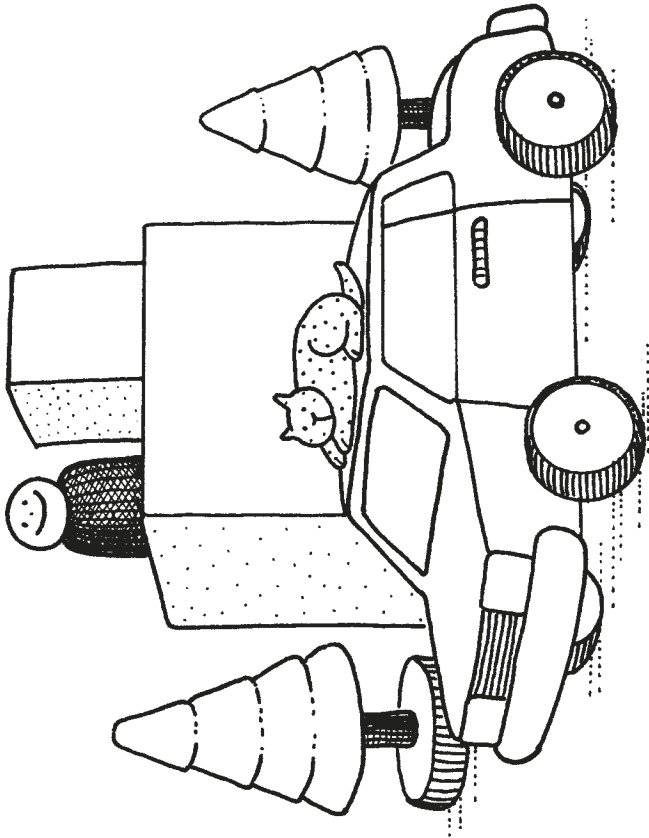


I see the  .  
duck

It is on a  .  
desk

 **At Home:** Ask your child to read the book aloud to you.

**High-Frequency Words:**  
Circle the word the in the story.



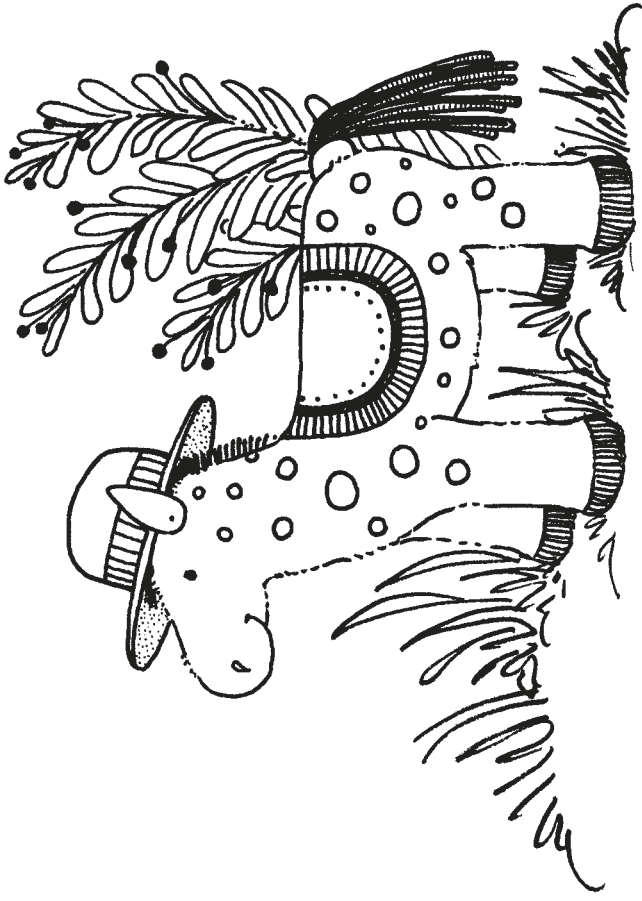
I see the  .  
cat

It is on a  .  
car


---

**Phonics:** Find two things in the story that rhyme with **rat**. Circle them.

2



I see the  .  
hat

It is on a  .  
horse

---

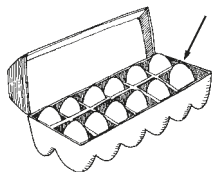
**Comprehension:** Who put the animals in the dollhouse?

3

Name \_\_\_\_\_

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

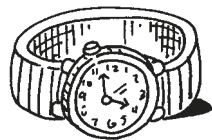


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

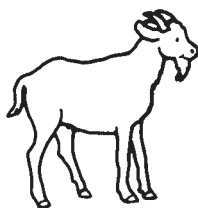


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

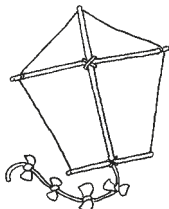


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



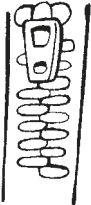
\_\_\_\_\_

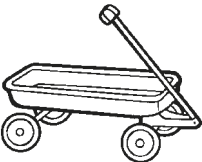
\_\_\_\_\_

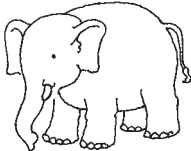
\_\_\_\_\_

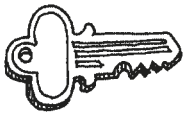
Name \_\_\_\_\_


Say each picture name. Write the letter that stands for the sound at the beginning of its name.

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

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

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

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

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





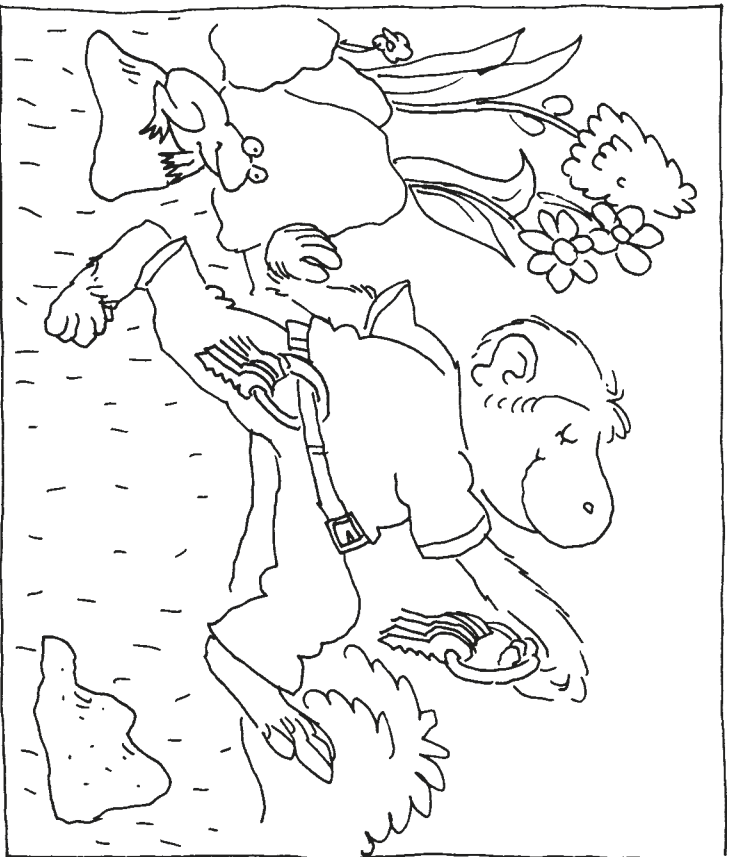
I am Ed.

I like



watermelon

**I Like**



I am Ed.

I like

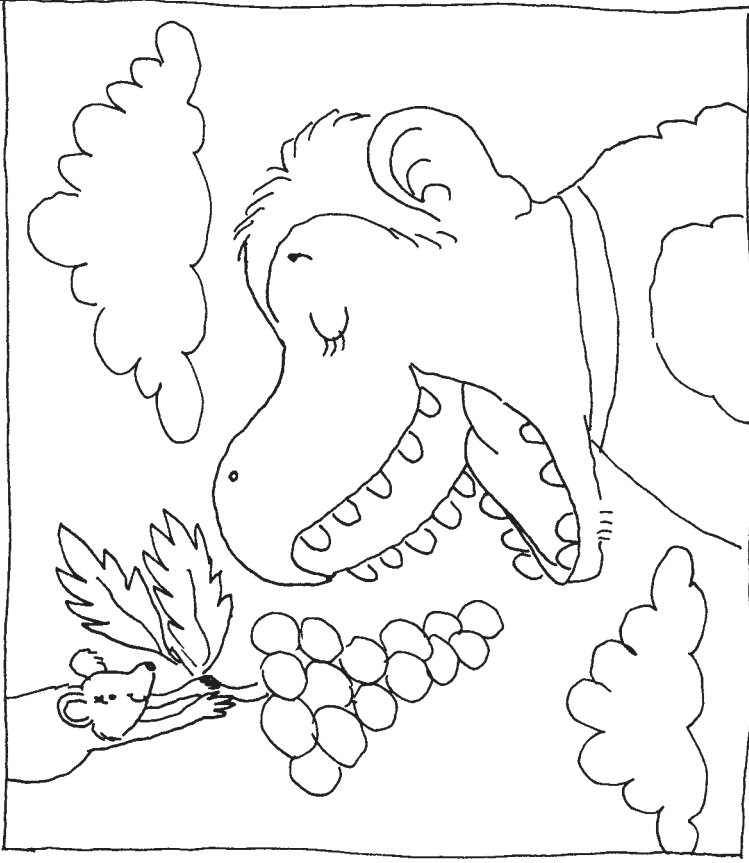


keys


**High-Frequency Words:**  
Circle the word like in the  
story.



**At Home:** Ask your  
child to read the  
book aloud to you.



I am Ed.

I like  .  
grapes

---

**Comprehension:** What does Ed like to eat?

3



I am Ed.

I like  .  
zebras

---

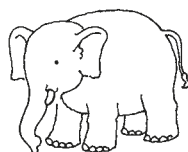
**Phonics:** Find something in the story that rhymes with **sees**. Circle it.

2

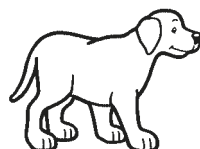
Name \_\_\_\_\_

**A. Say the name of the picture. Listen to the beginning sound. Then write the letter.**

1.

\_\_\_\_\_  
e \_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
d \_\_\_\_\_  
\_\_\_\_\_

**B. Blend the sounds and say the word. Write the word.**

1.

Ed

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

Name \_\_\_\_\_

Blend the sounds and say the word. Write the word.

1. **Ed**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



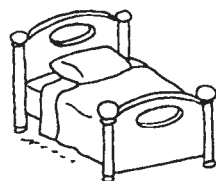
2. **bed**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. **red**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

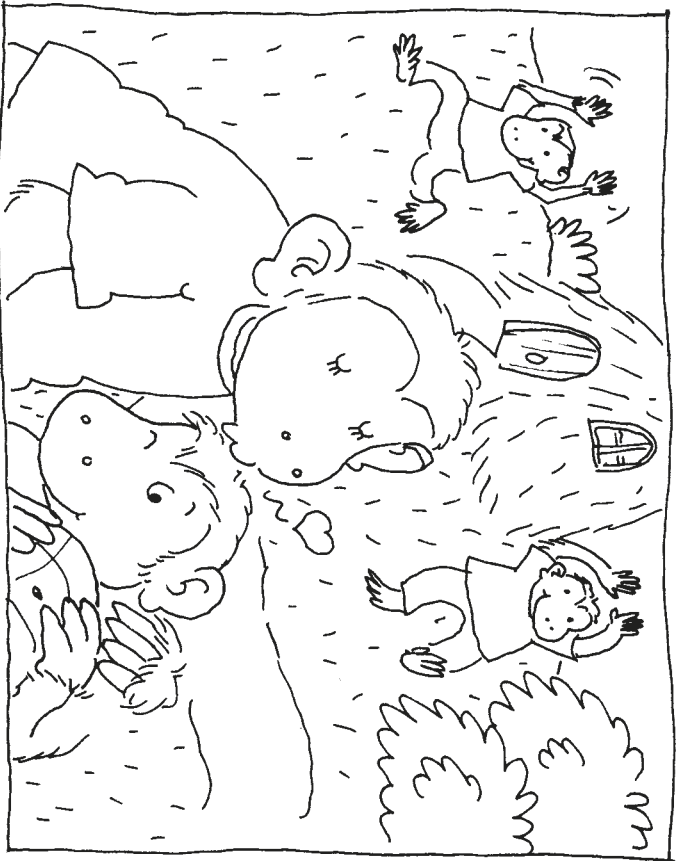
4. **fed**



\_\_\_\_\_

\_\_\_\_\_

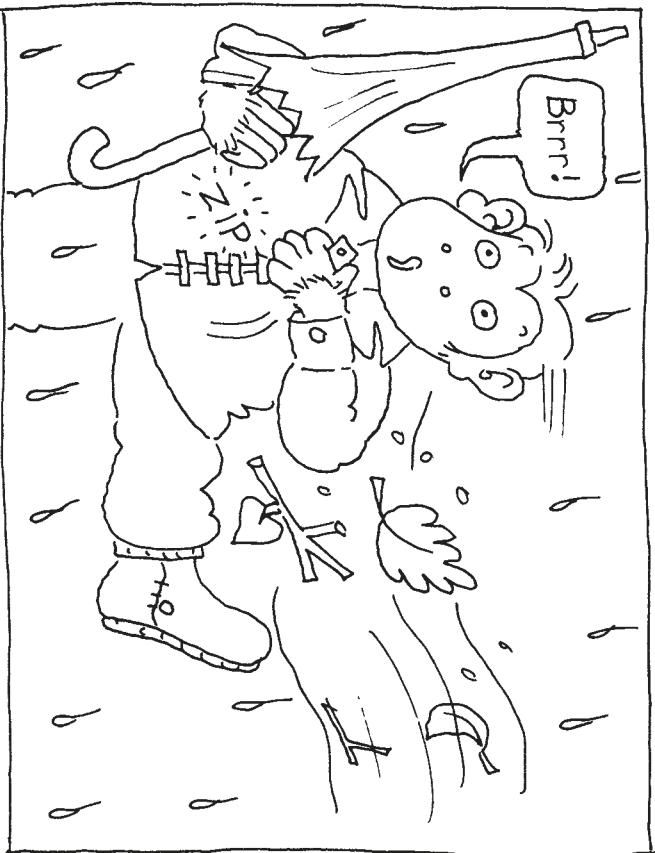
\_\_\_\_\_



I am Ed.

I can  kiss.

**I Can**



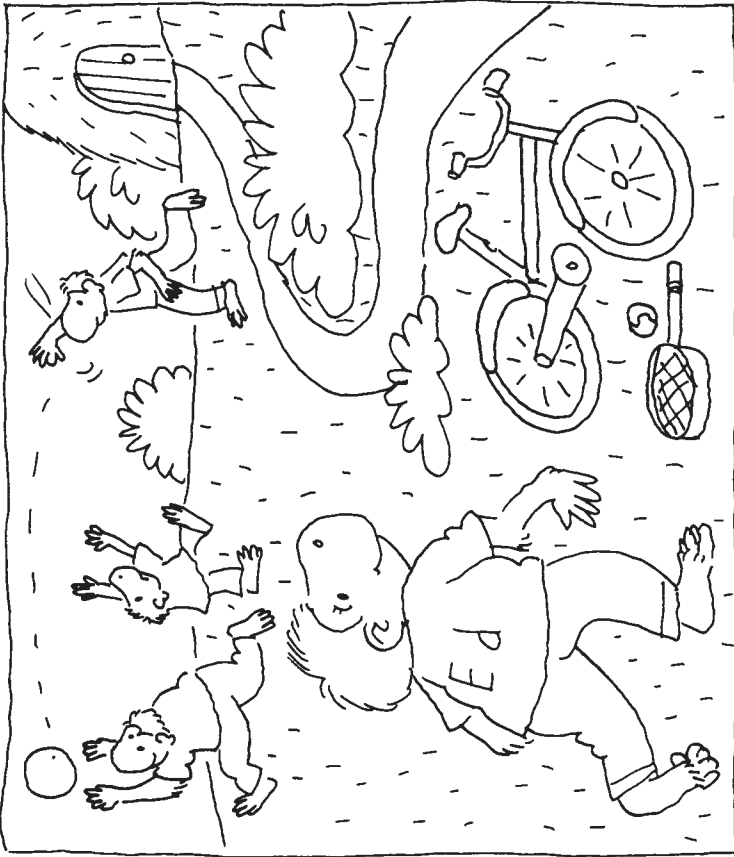
I am Ed.

I can  zip.

**High-Frequency Words:**  
Circle the word can in  
the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

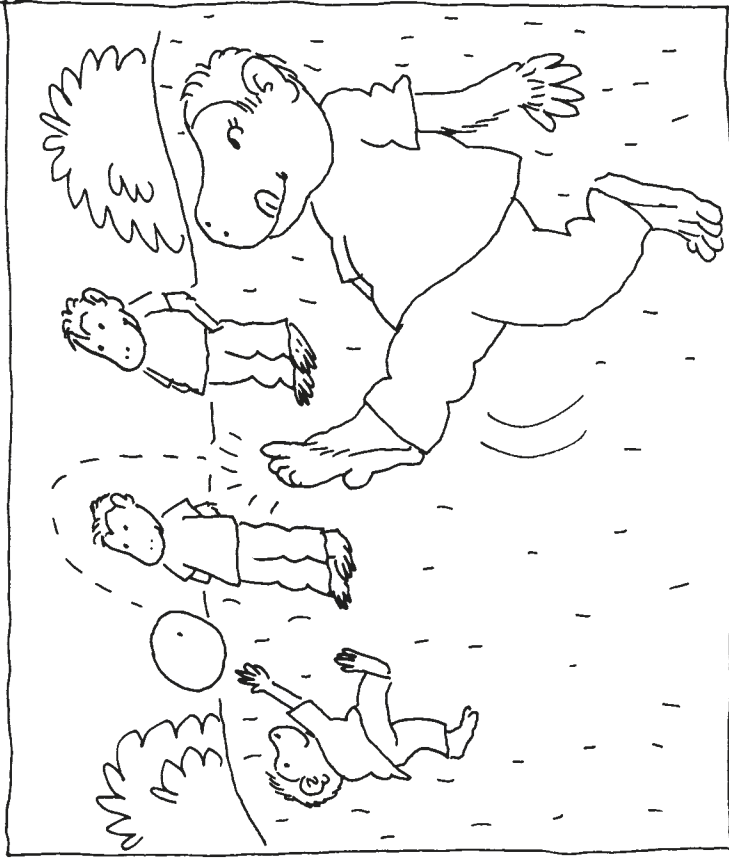


I am Ed.

I can  walk

Phonics: Circle the words that begin with k.

© Macmillan/McGraw-Hill




I am Ed.

I can  kick

Comprehension: What is Ed playing?



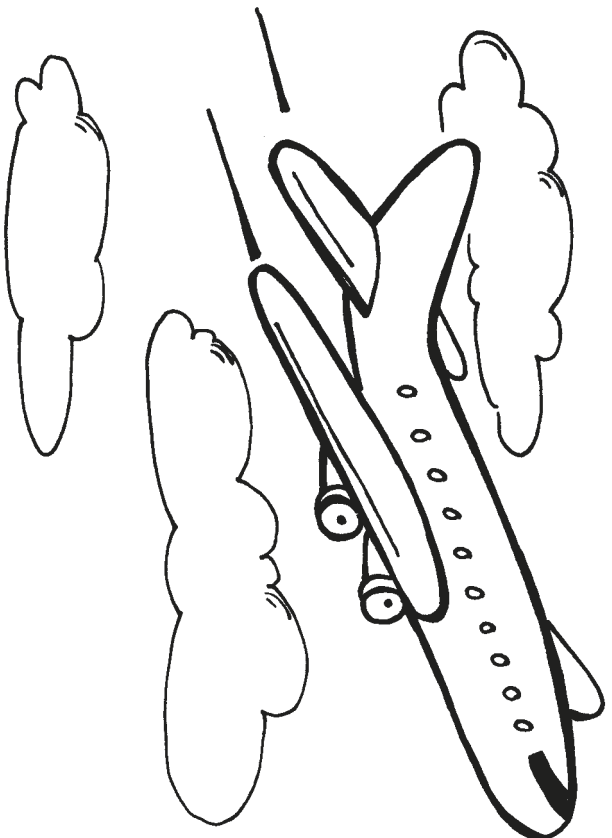
A  can go up.  
yo-yo

**High-Frequency Words:**  
Circle the word go in  
the story.

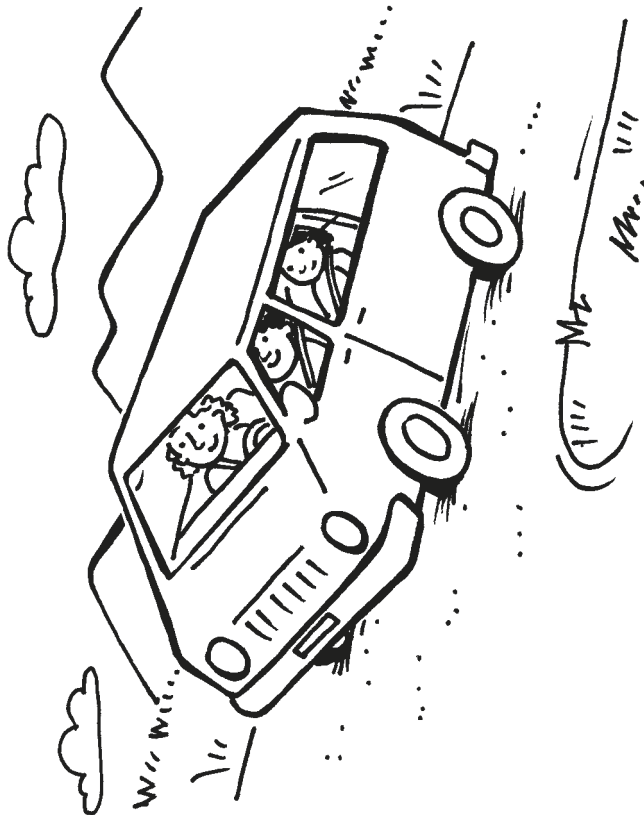


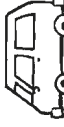
**At Home:** Ask your  
child to read the  
book aloud to you.

# Go Up

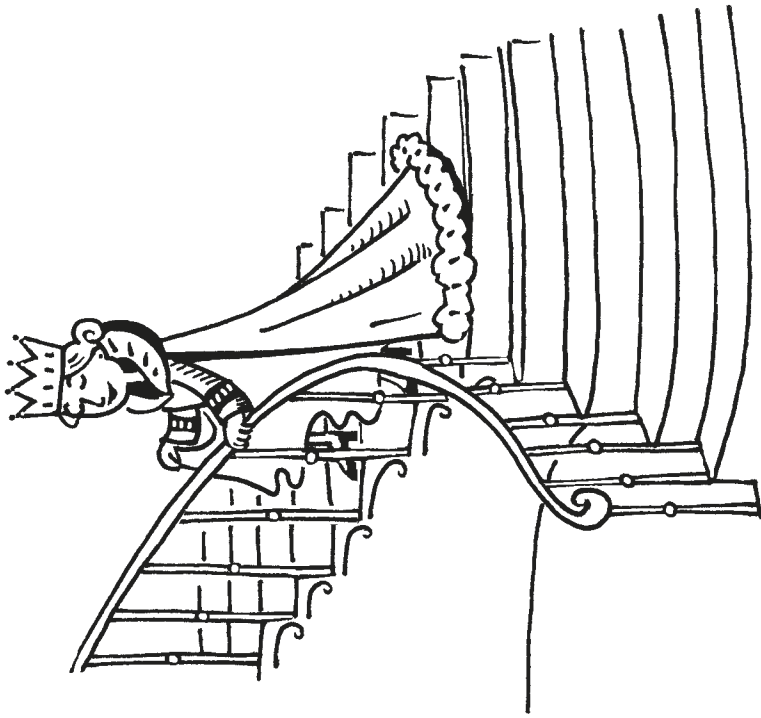



A  can go up.  
jet



A  can go up.  
van

**Phonics:** Find something in the story that rhymes with **green**. Circle it.



A  can go up.  
queen

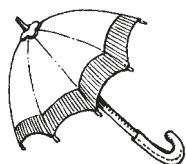
**Comprehension:** How does the queen go up?



Name \_\_\_\_\_

**A. Say each picture name. Write the letter that stands for the sound at the beginning of its name.**

1.

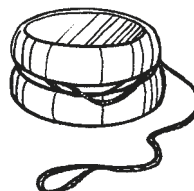


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

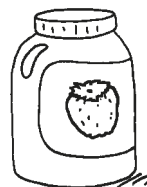


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

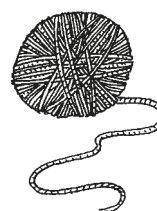


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Say each picture name. Write the letter that stands for the sound at the end of its name.**

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

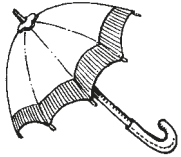
\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Say the name of the picture. Listen to the beginning sound. Then write the letter.**

1.

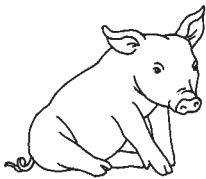


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Blend the sounds and say the word. Write the word.**

1.

up →

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I can  
juggle .

Can you?



I can  
jump .

Can you?



# Can You?

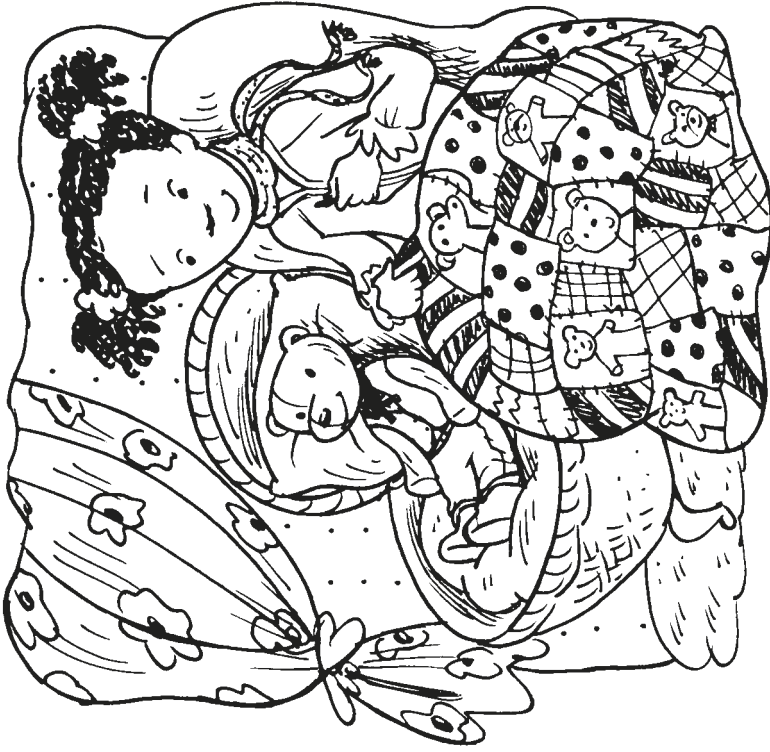



I can  .  
yell

Can you?

---

**Phonics:** Find two words in the story that begin with j. Underline them.



I can  .  
quilt









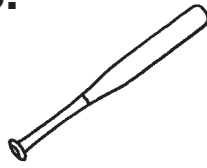



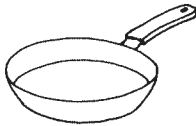
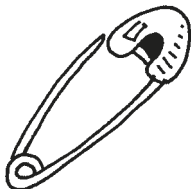


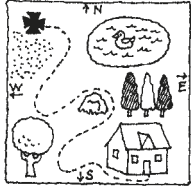
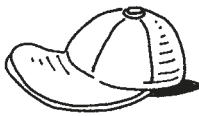
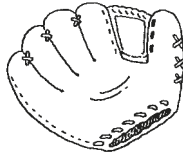

Can you?

---

**Comprehension:** Who is the girl making a quilt for?

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.   |   |   |   |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_



cat

Say each picture name. Write a next to the picture if its name has the a sound as in “cat.”

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

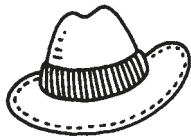


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

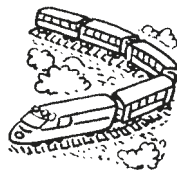


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.

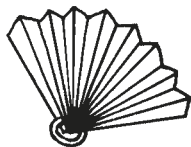


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7.

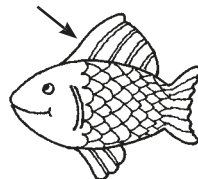


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

jump                      and                      not                      I

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

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

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

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

**B. Use a word from the box to finish each sentence.**

1. Pam can \_\_\_\_\_ .



2. Pam and \_\_\_\_\_ can jump.

3. Pam ran \_\_\_\_\_ ran.



4. Pam can \_\_\_\_\_ nap.

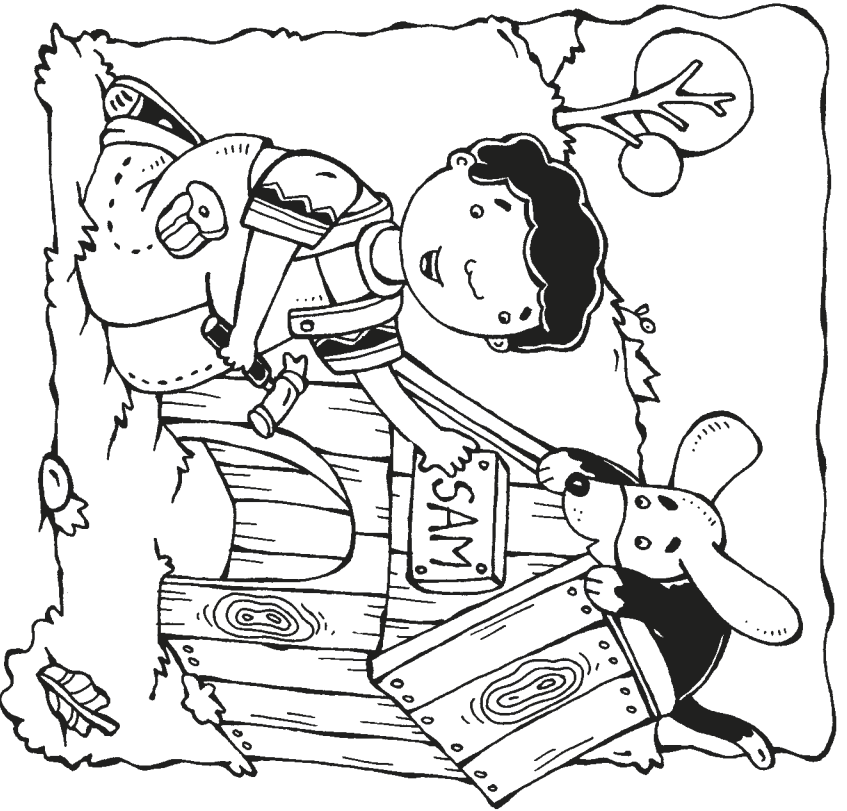
Name \_\_\_\_\_

The **characters** are the people or animals in the story.  
The **setting** is where the story takes place.

As you read “Sam Can Nap,” fill in the Character and Setting Chart.

| Setting | What the Characters Do There |
|---------|------------------------------|
|         |                              |





Sam can jump!

**High-Frequency Words:**

Circle the words not and

jump in the story.

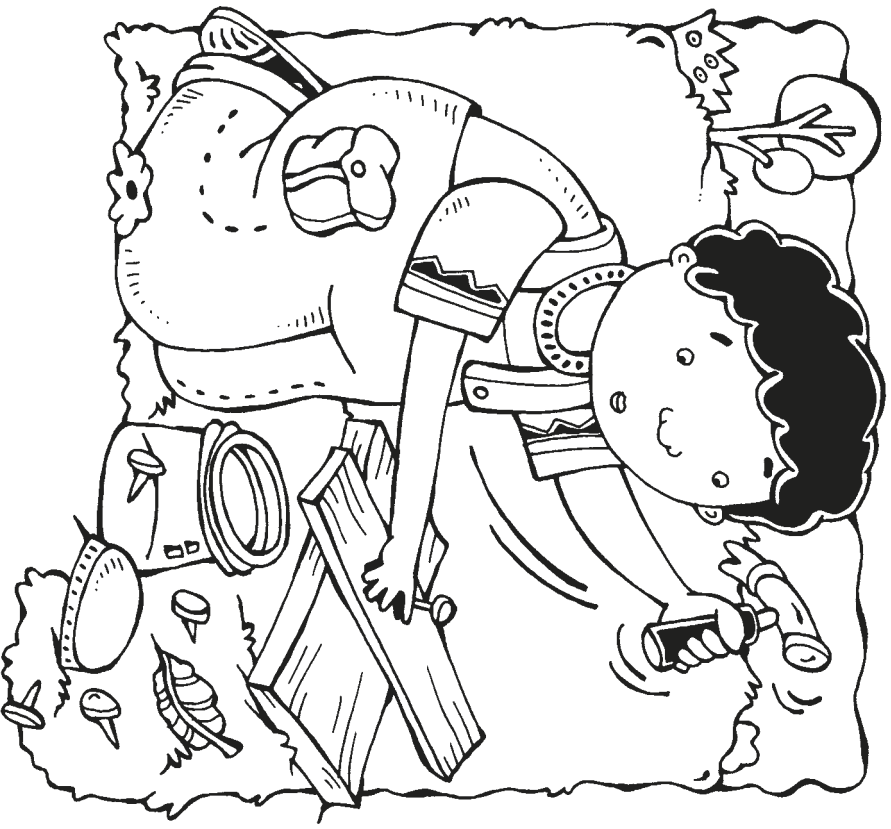
4



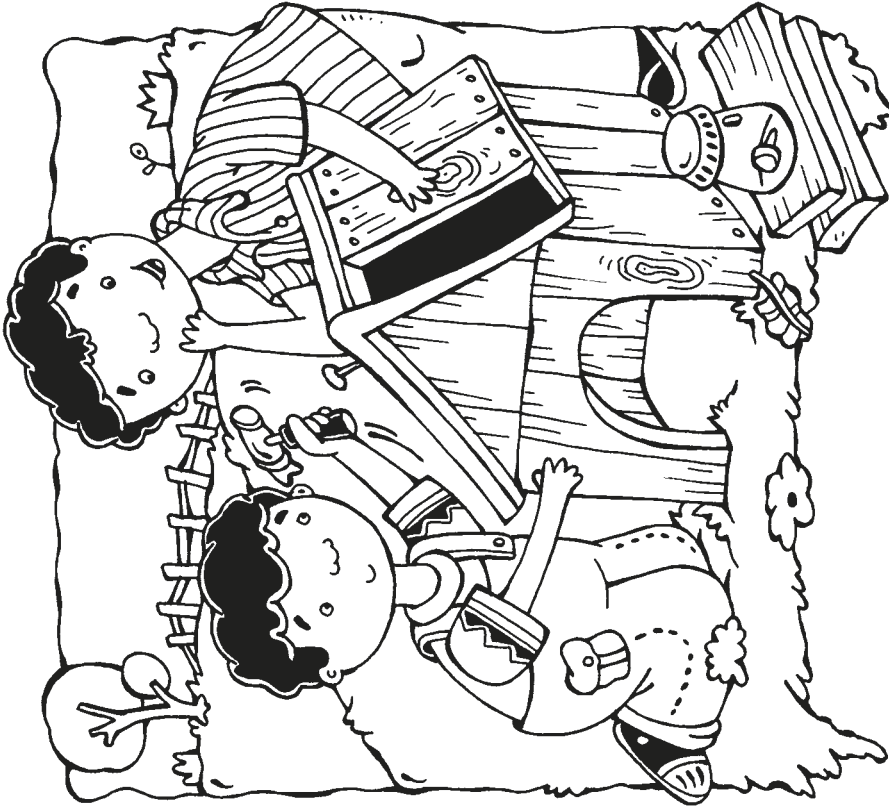
**At Home:** Ask your child to read the book aloud to you.

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# Can Sam Tap?



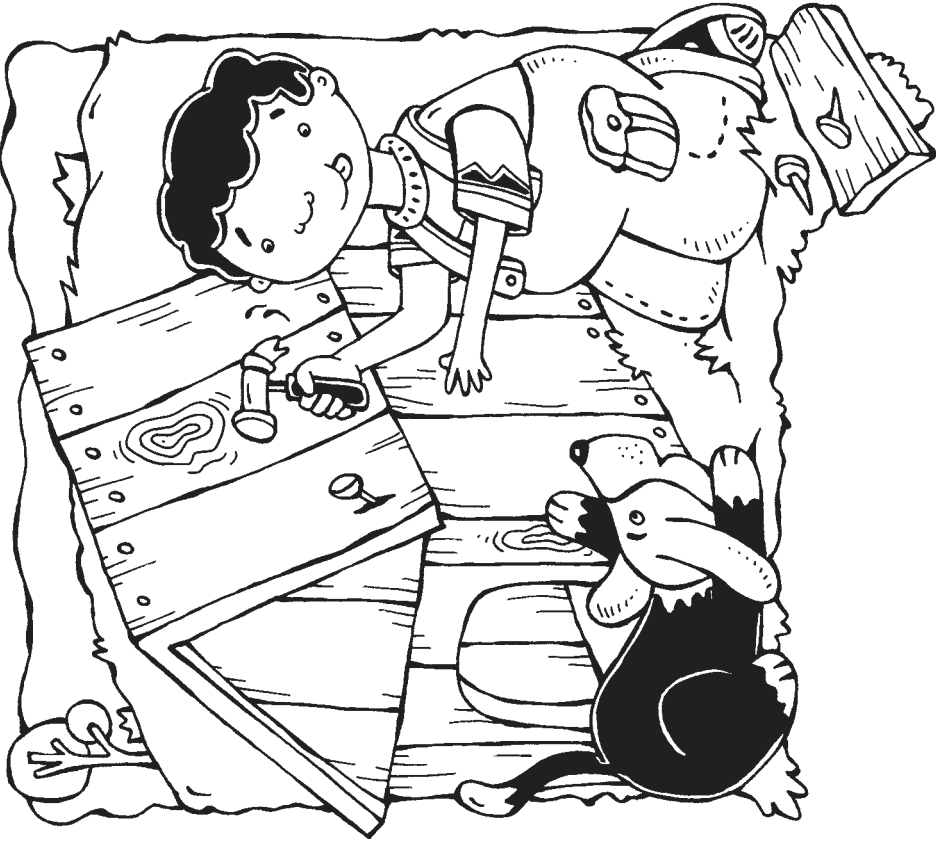
Tap, tap! Tap, tap!



I can tap, tap, tap.

Phonics: Circle the words that rhyme with cap.

2



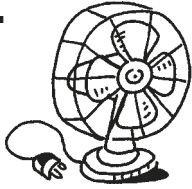


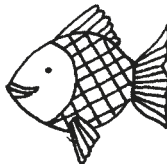
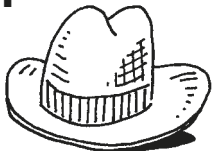



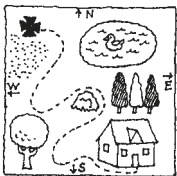





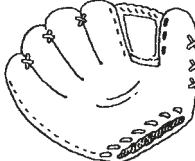

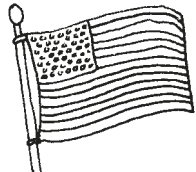



Sam can not tap.

Comprehension: Why can't Sam tap?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.




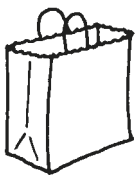
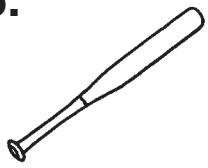
|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>   |   |   |   |
| <p>4.</p>  |  |  |  |
| <p>5.</p>  |  |  |  |

Name \_\_\_\_\_



hat

Say the name of each picture. Use the letters to write each picture name.

|   |   |    |   |   |  |  |
|---|---|----|---|---|--|--|
| a | p | 1. |    | p |  |  |
| a | n | 2. |   | n |  |  |
| a | g | 3. |  | t |  |  |
| a | t | 4. |  | b |  |  |
| a | g | 5. |  | b |  |  |

Name \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

1. Can \_\_\_\_\_ nap?  
we too

\_\_\_\_\_

\_\_\_\_\_

2. Sam ran \_\_\_\_\_.  
up go

\_\_\_\_\_

\_\_\_\_\_

3. Sam and I can \_\_\_\_\_ .  
go hat

\_\_\_\_\_

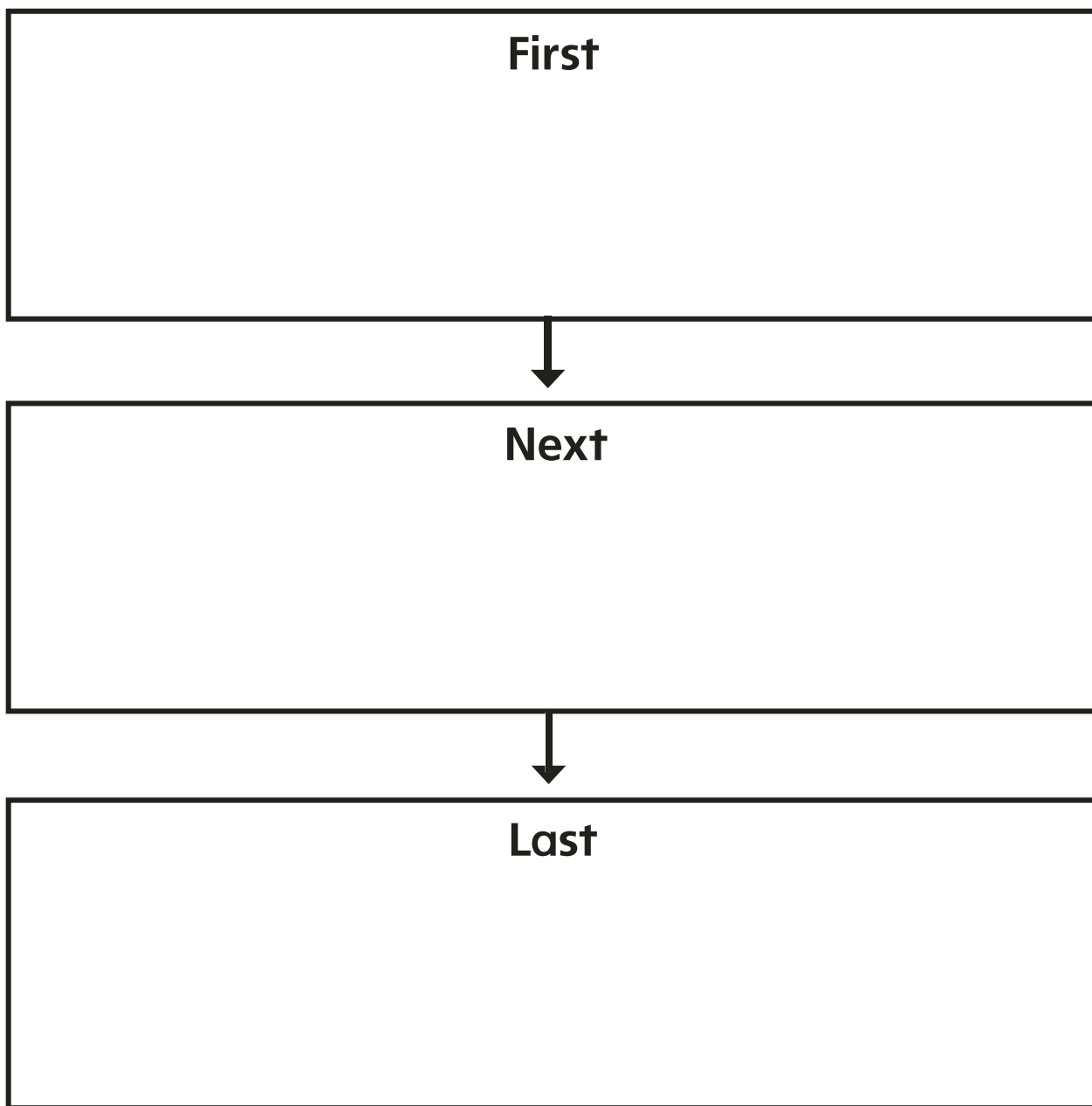
\_\_\_\_\_

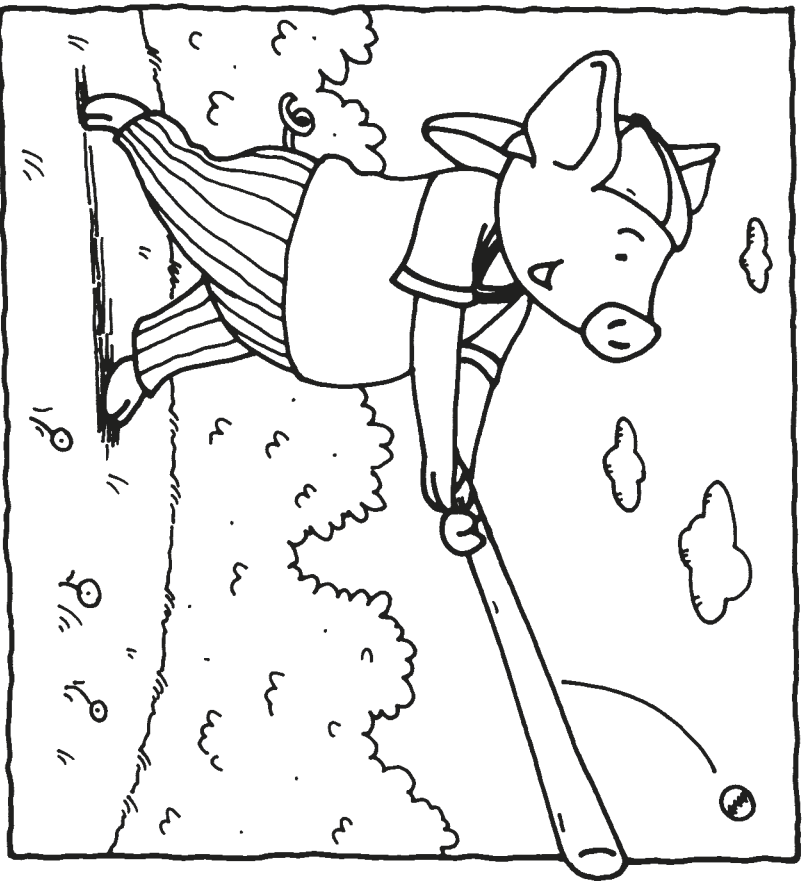
4. Dan can jump, \_\_\_\_\_ .  
tag too

Name \_\_\_\_\_

**Sequence** is what happens first, next, and last in a story.

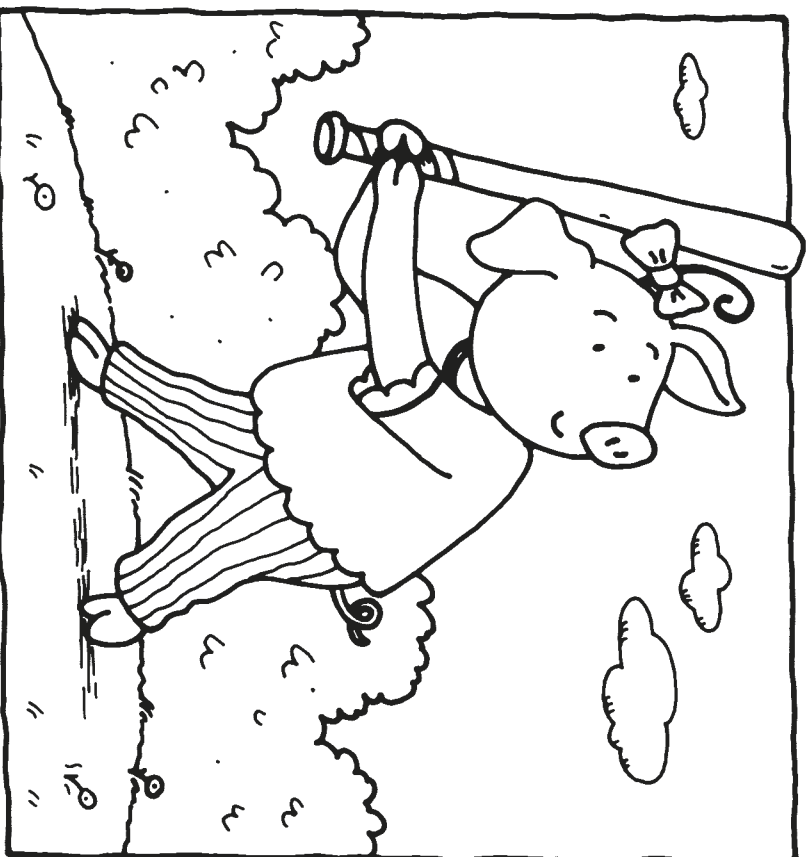
As you read “At Bat,” fill in the Sequence Chart.





Sam can. Go, Sam!

# Can Sam Bat?



Pam can bat.



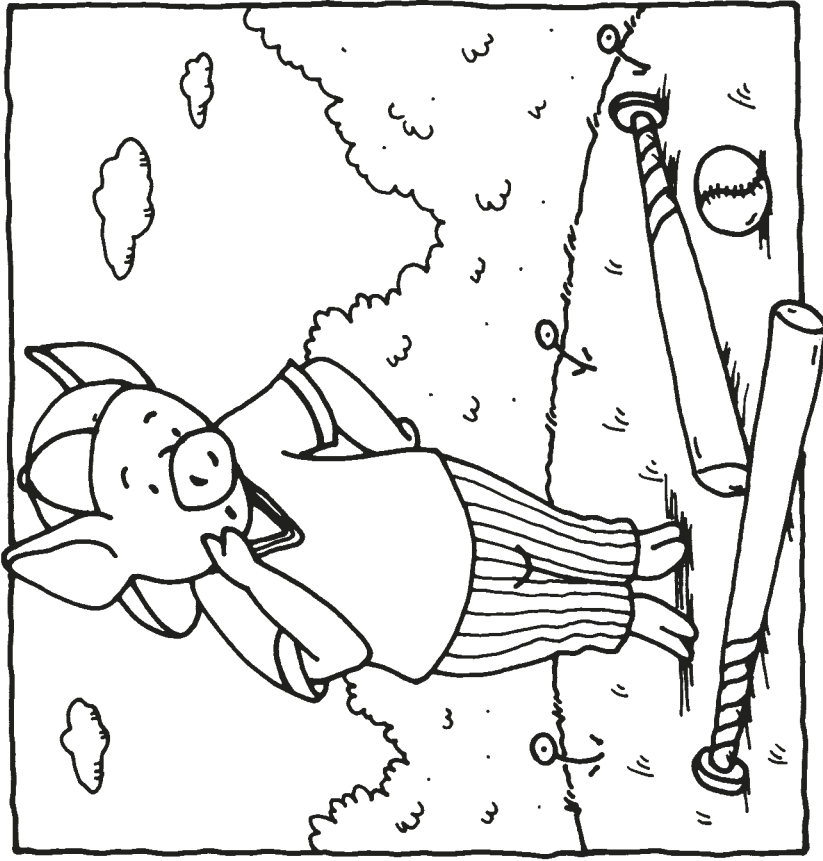


Nan can bat, too.

---

**Phonics:** Circle the words in the story that rhyme with **sat**.

2



Can Sam?

---





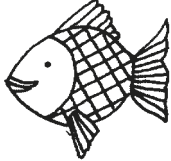
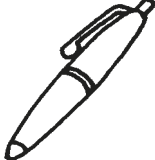
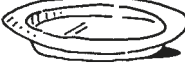






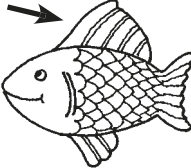


**Comprehension:** Who bats last?

3



Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>   |   |   |   |
| <p>4.</p>  |  |  |  |

Name \_\_\_\_\_



pig

Say the name of each picture. Write the picture name on the line. Circle the letter that stands for the i sound as in “pig.”

lip

zip

pin

fin

dig

kick

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

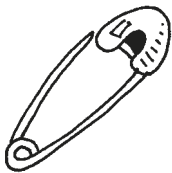


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

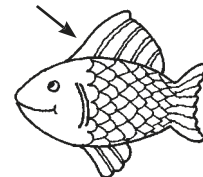


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

play

run

the

be

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

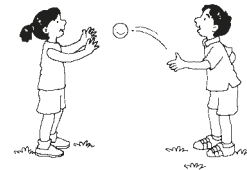
\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. Jim has \_\_\_\_\_ bat.

2. Kim and Tim can \_\_\_\_\_ .



3. We can \_\_\_\_\_ up.

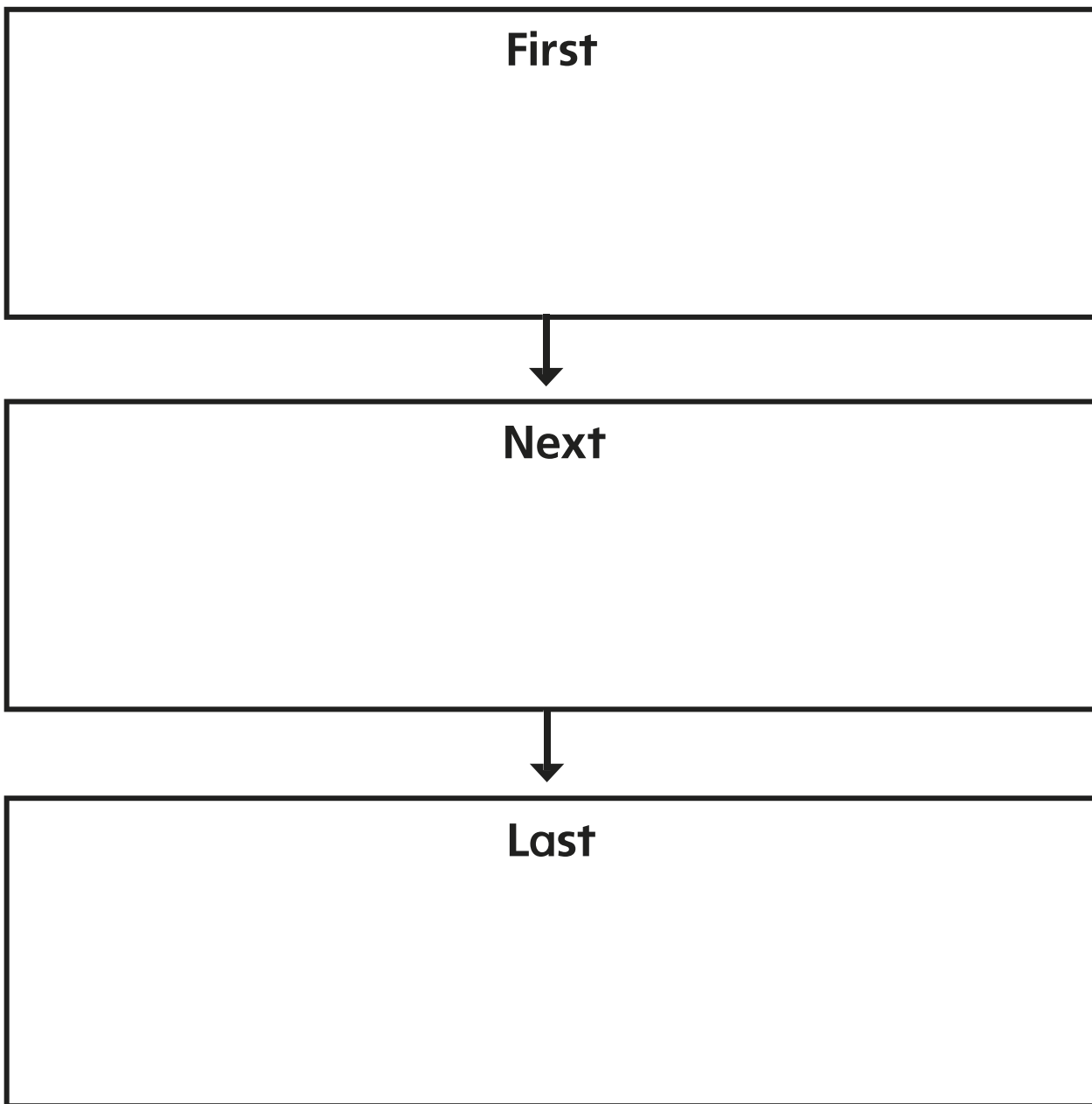
4. Jan will \_\_\_\_\_ six.



Name \_\_\_\_\_

**Sequence** is what happens first, next, and last in a story.

As you read “Big Max,” fill in the Sequence Chart.





Six kits can.

# Six Kits



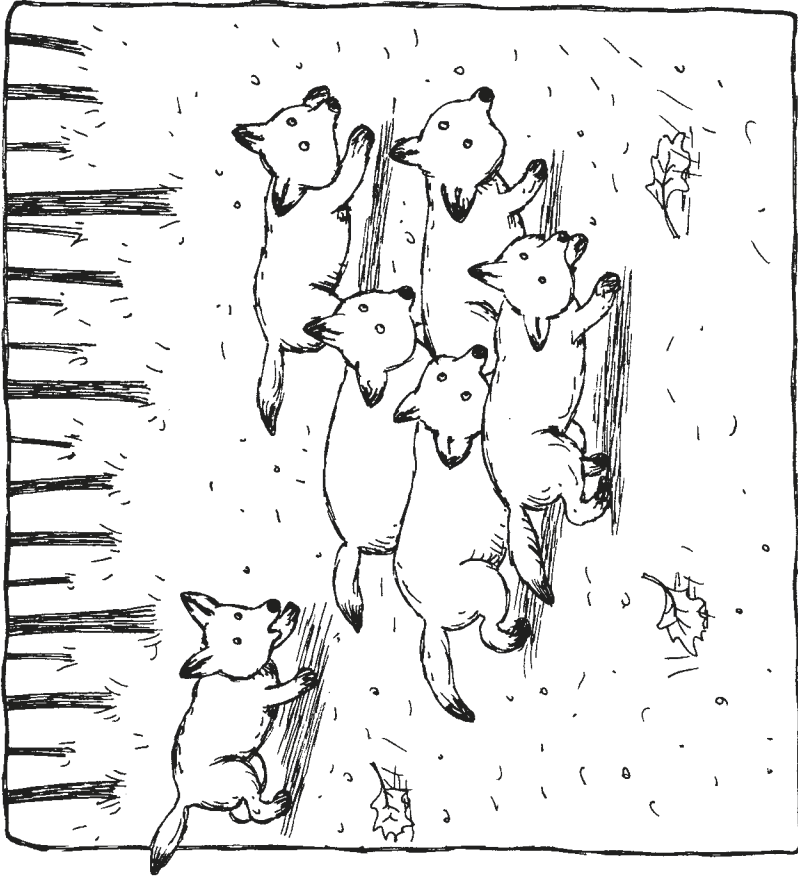
Six kits run.

4

**High-Frequency Words:**  
Circle the words run and  
be in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

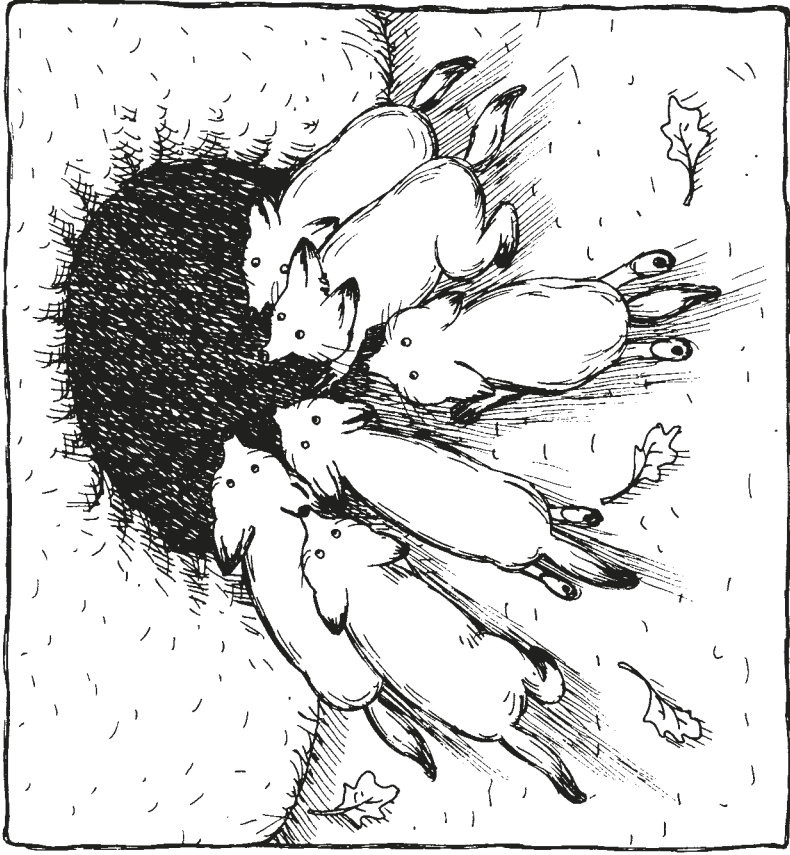


Kits can be quick!

---

Phonics: Circle the words with short i.

2



Can six kits fit?

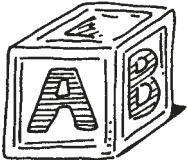

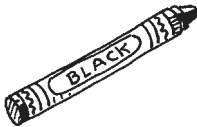
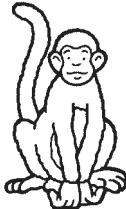
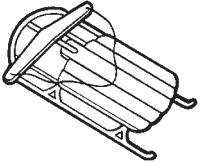

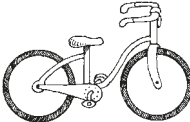


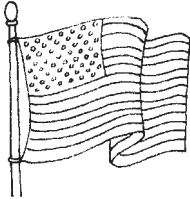







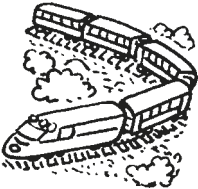
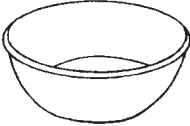

---

Comprehension: What do the kits do after they play?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |   |  |  |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_

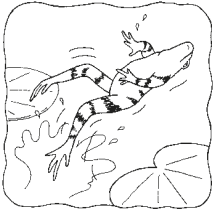
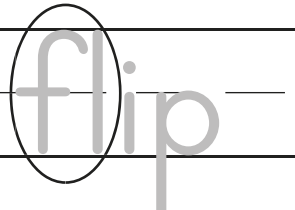
**A. Say the name of each picture. Write the picture name from the box on the line. Circle the letters that make the beginning sounds.**

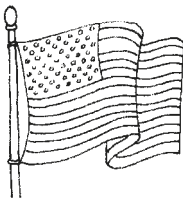
flag

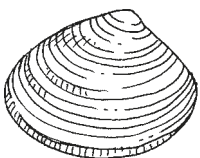
clam


slip

flip

1.  

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

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

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

**B. Read the words. Circle the two letters that stand for the beginning sounds in each word.**

black

slim

click

slap

clap

flick

clam

flag

flip



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

come

good

do

a

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

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

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

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

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

1. Flag is a \_\_\_\_\_ cat.

\_\_\_\_\_

2. Rick can pack \_\_\_\_\_ bag.

\_\_\_\_\_

3. Kit can \_\_\_\_\_ it.

\_\_\_\_\_

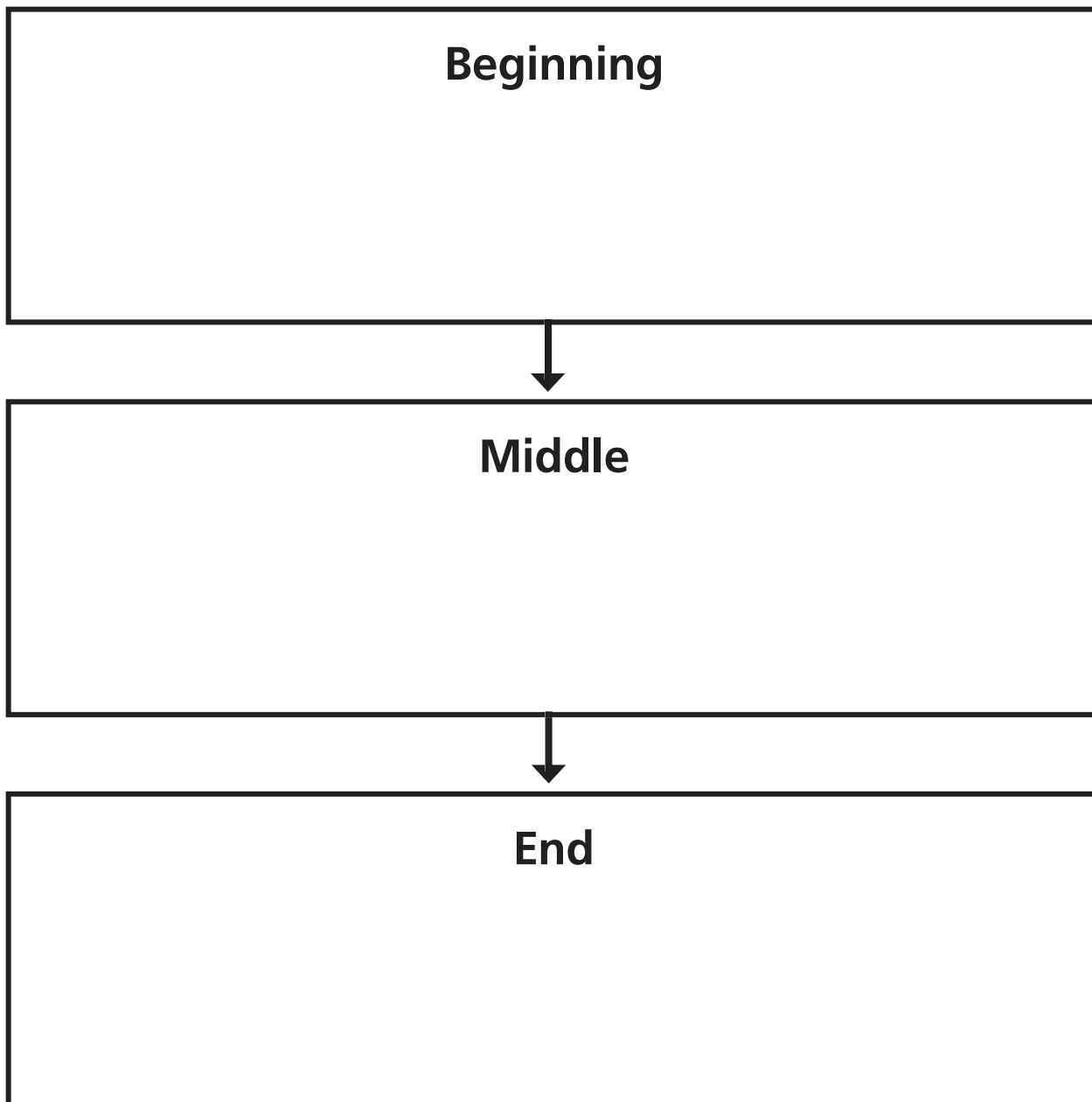
4. Min can \_\_\_\_\_, too.

Name \_\_\_\_\_

Comprehension:  
Plot

Stories have a **beginning**, a **middle**, and an **end**.

As you read “Flag Can Do It,” fill in the Plot Chart.





Bill is good, too!

**High-Frequency Words:**  
Circle the word good in  
the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

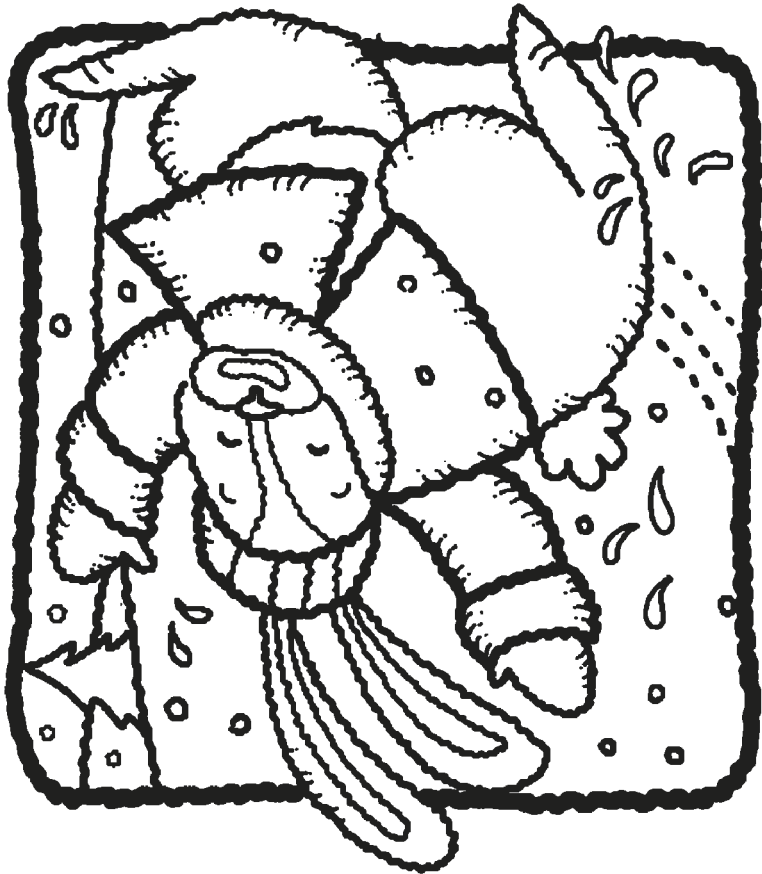
4

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# Slip, Flip!



Slip, flip!  
Bill slips.



Slip, flip!  
Jill flips.

---

**Phonics:** Circle words in the story with  
sl and fl.

2



Bill is good.

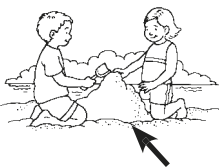
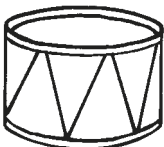



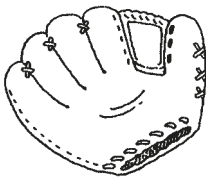
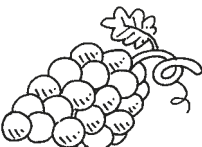
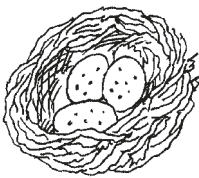




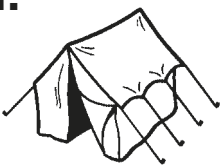
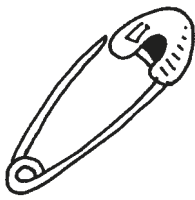

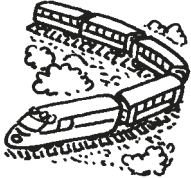
---

**Comprehension:** What is Bill and Jill's  
problem?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name ends with the same sounds as the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>  |   |  |  |
| <p>4.</p>  |  |  |  |

Name \_\_\_\_\_



hand



vest


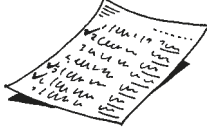



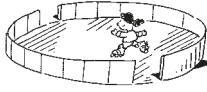


ant



sink

Say the name of each picture. Write the missing letters to finish the picture name. Circle the letters that make the final sounds.

|   |   |
|---|---|
| <p>1.</p>  <p>i    <u>nk</u></p> | <p>2.</p>  <p>li _____</p>   |
| <p>3.</p>  <p>ba _____</p>     | <p>4.</p>  <p>sa _____</p> |
| <p>5.</p>  <p>ca _____</p>     | <p>6.</p>  <p>ri _____</p> |

Name \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_ can cats do?

What I

\_\_\_\_\_

\_\_\_\_\_

2. A cat can run \_\_\_\_\_ fast.

the very

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ cats nap.

Little Play

\_\_\_\_\_

\_\_\_\_\_

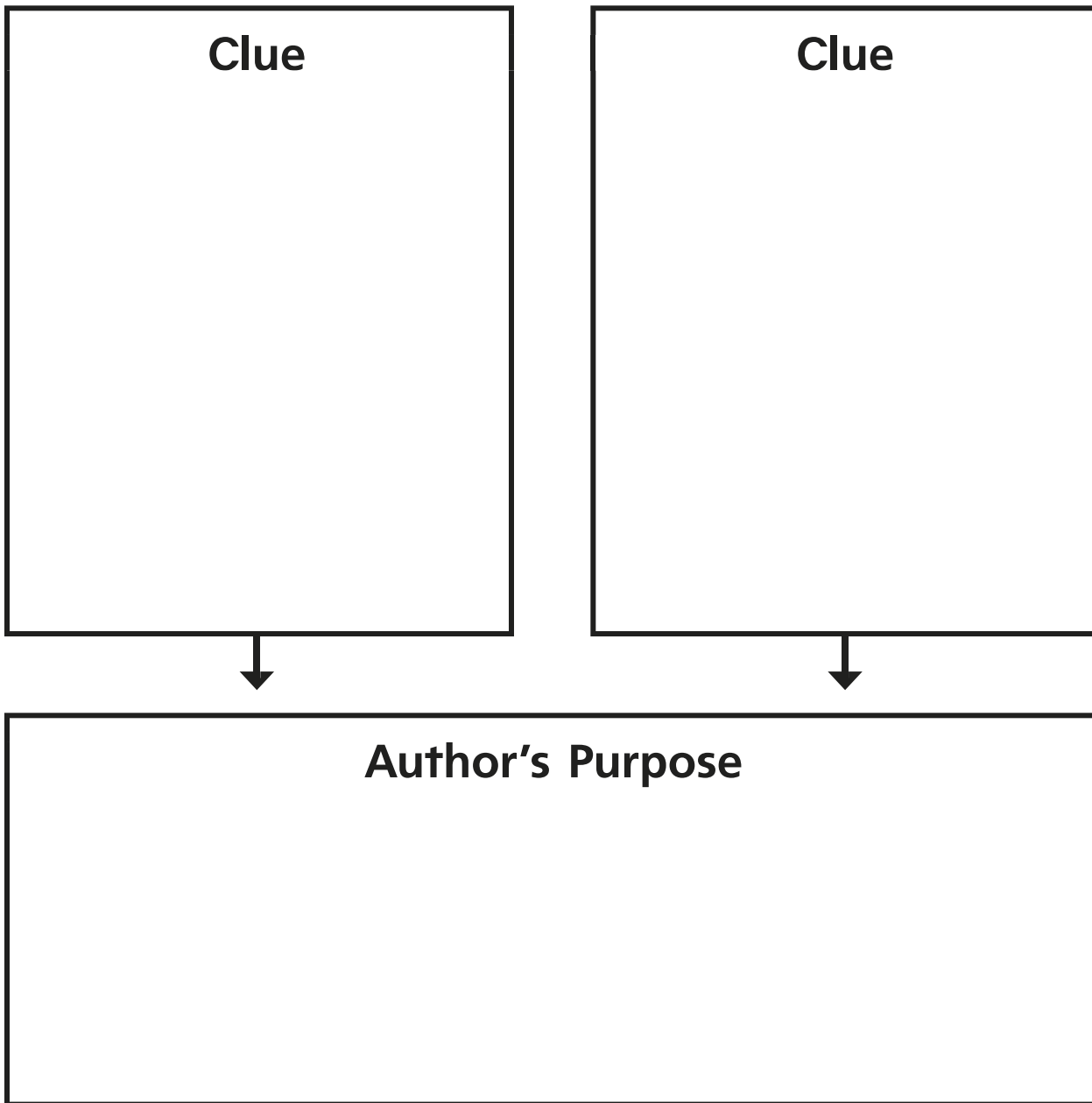
4. Big cats \_\_\_\_\_ little cats.

help go

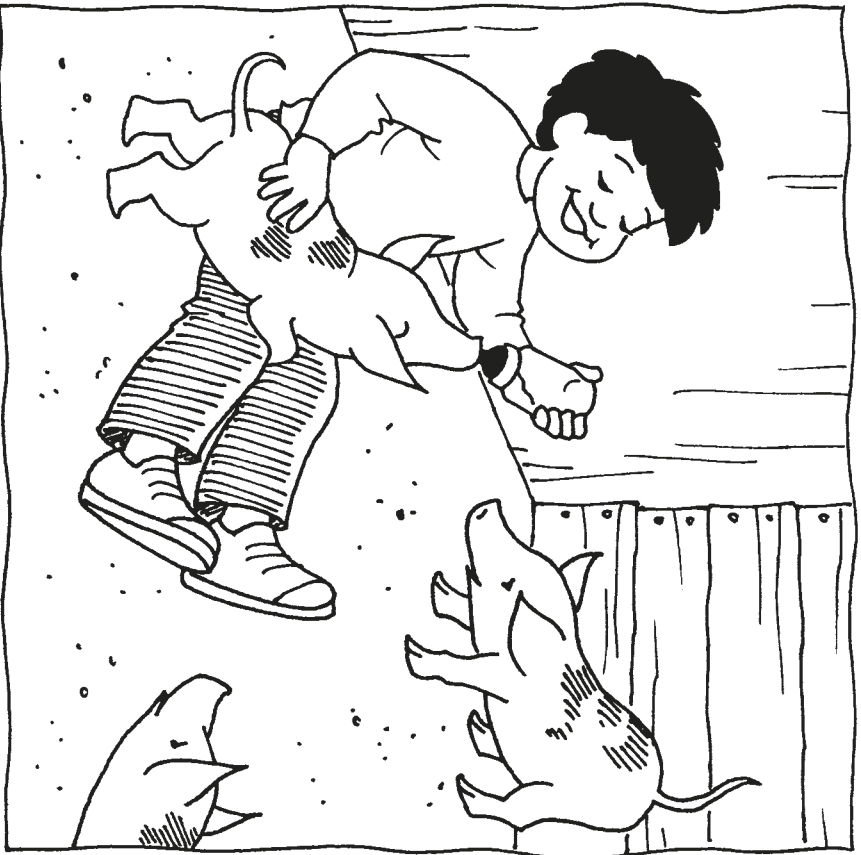
Name \_\_\_\_\_

The **author's purpose** is why the author wrote the book.

As you read "Ants, Ants, Ants!," fill in the Author's Purpose Chart.

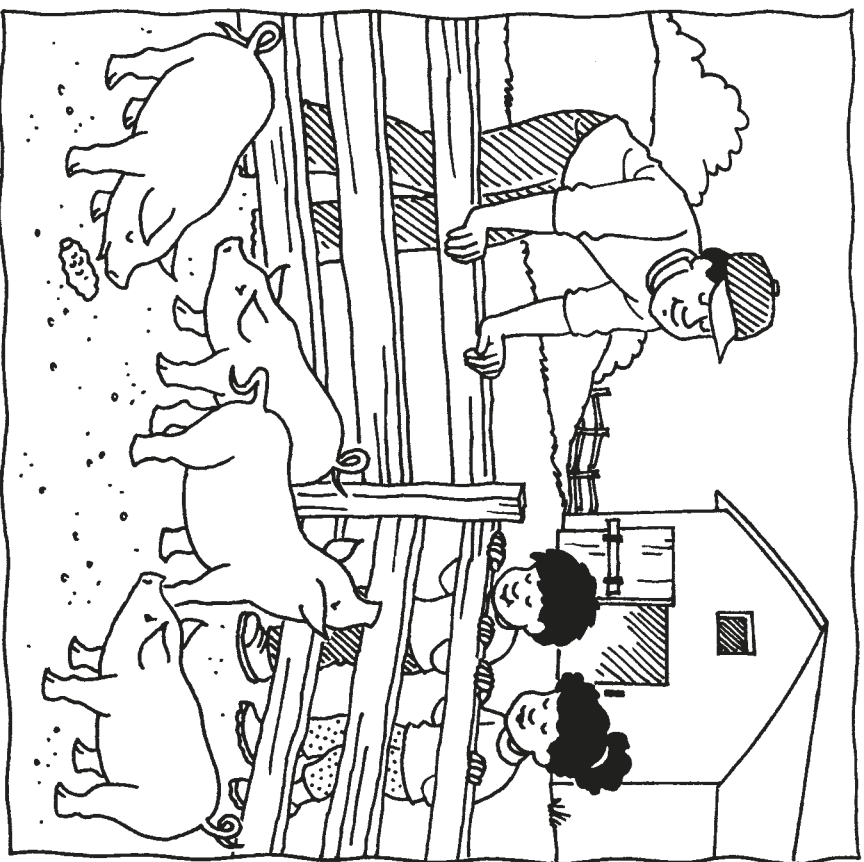






Kids can!  
Pigs can sip fast.

# Pink Pigs

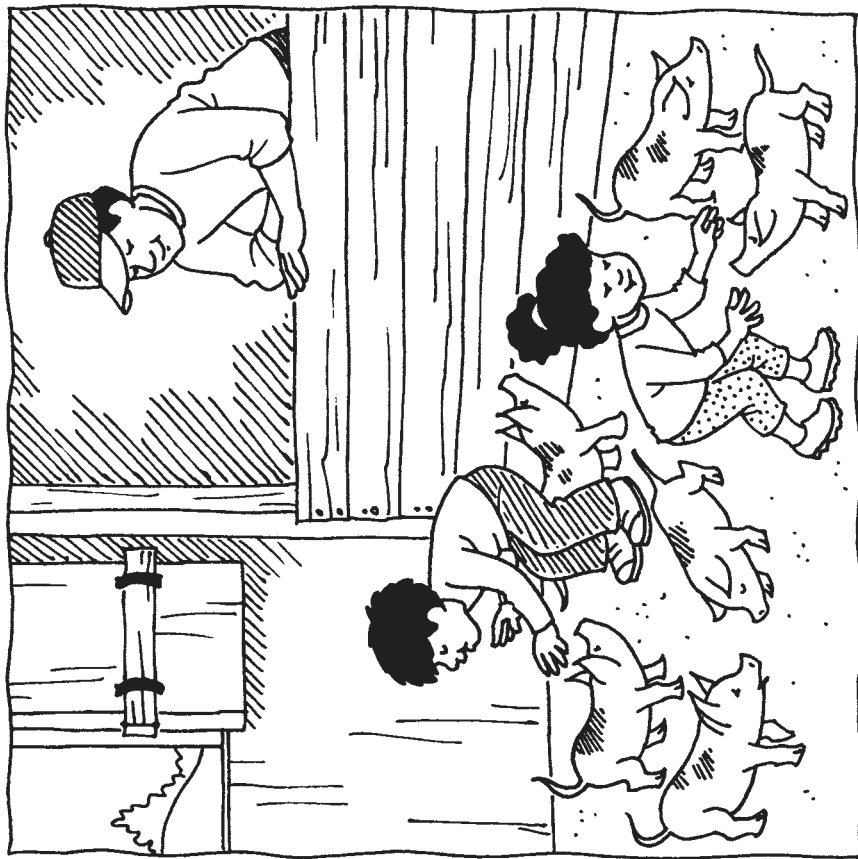


Pigs can be big and fat.

**High-Frequency Words:**  
Circle the words little  
and help in the story.



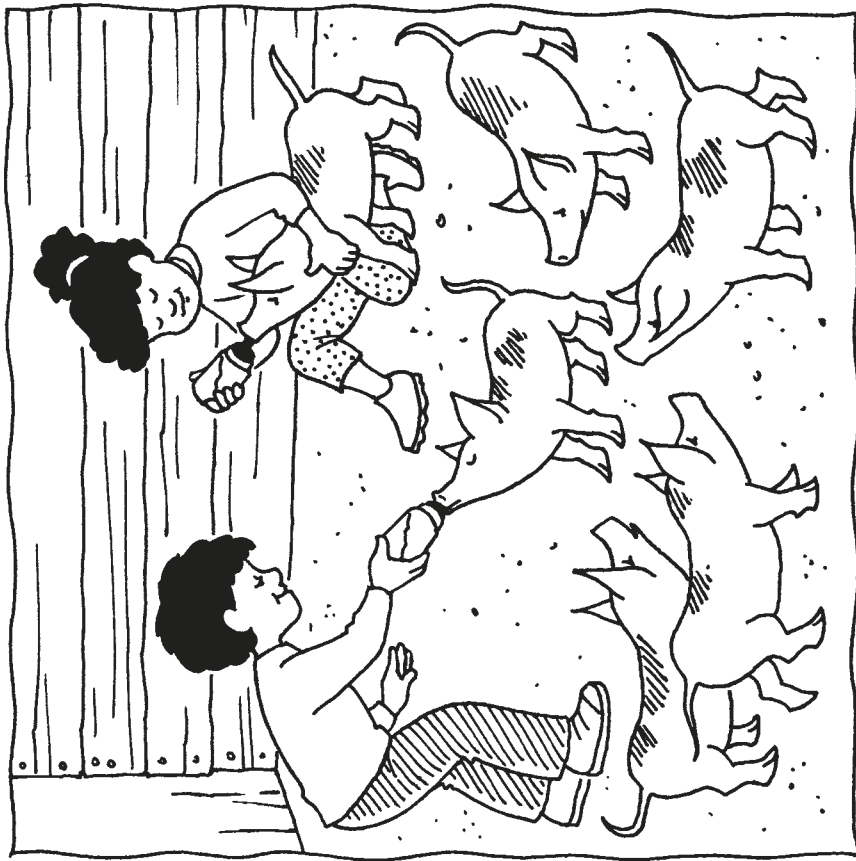
**At Home:** Ask your  
child to read the  
book aloud to you.



Pigs can be little and pink.

**Phonics:** Circle the word in the story that ends with **nk**.

2





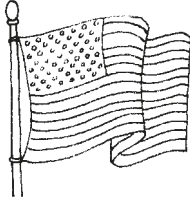



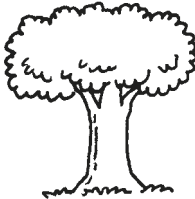




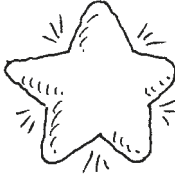
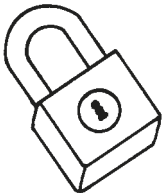

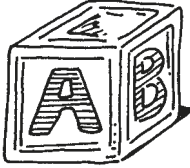


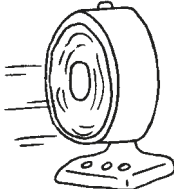
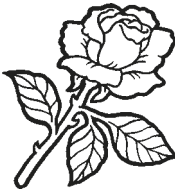
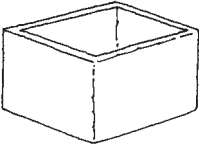
Can kids help pigs?

**Comprehension:** What do you think the author wants you to know about pigs?

3

Name \_\_\_\_\_



Say the name of each picture. Circle the picture whose name rhymes with the first picture.


|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>   |   |   |   |
| <p>4.</p>  |  |  |  |
| <p>5.</p>  |  |  |  |


Name \_\_\_\_\_


Look at each picture. Write the picture name from the box on the line. Circle the letter that makes the short o sound.


jog top sock mop block pop

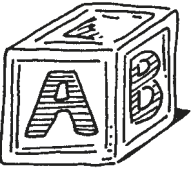
1.  

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

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

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

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

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

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

see

my

they

her

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

\_\_\_\_\_

1. I \_\_\_\_\_ the big dog.

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ can play.

\_\_\_\_\_

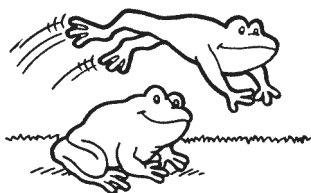
\_\_\_\_\_

3. \_\_\_\_\_ dog can jog, too.

\_\_\_\_\_

\_\_\_\_\_

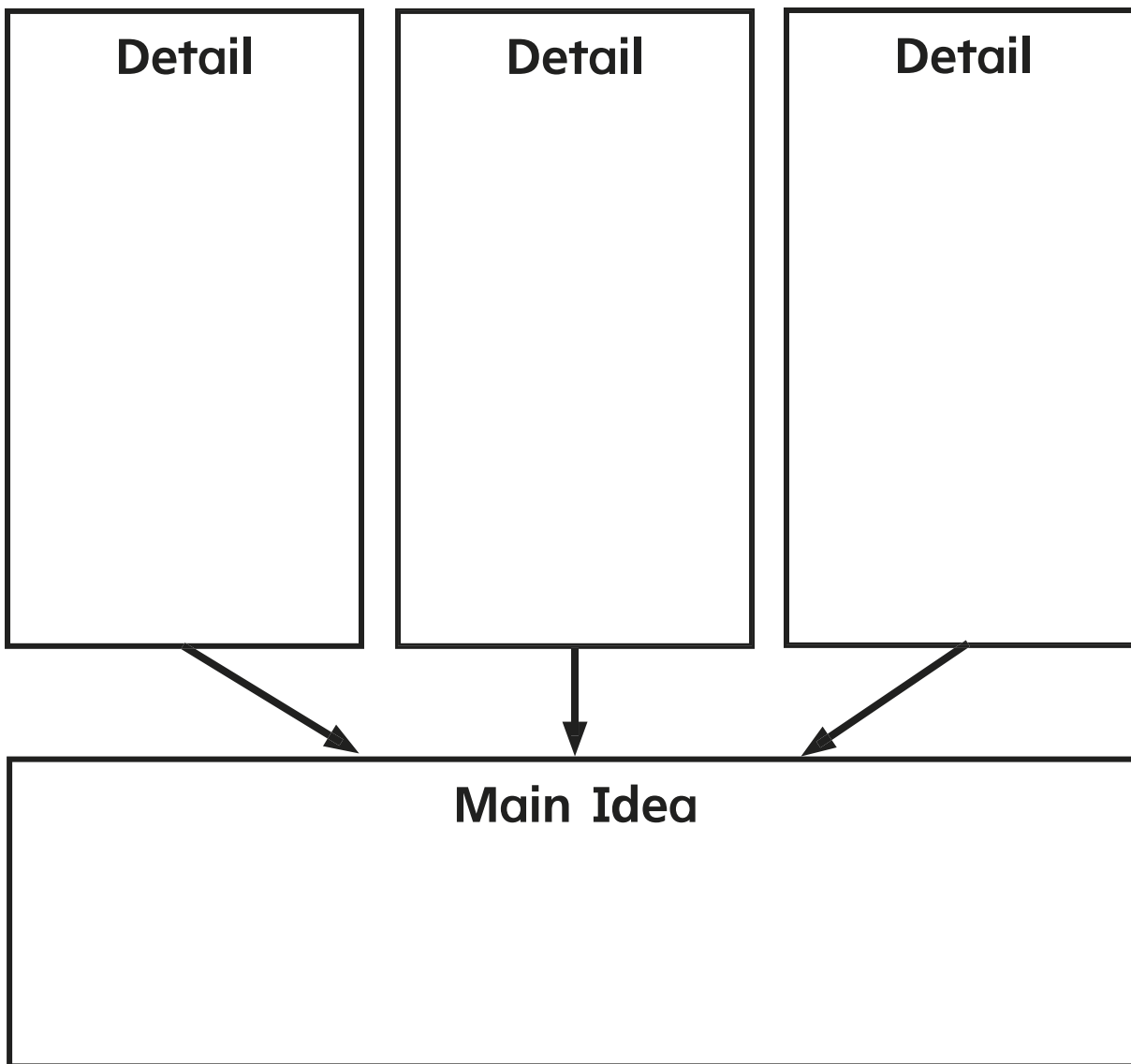
4. \_\_\_\_\_ cat is little.



Name \_\_\_\_\_

The **main idea** is the most important idea in a story.  
**Details** in the story tell more about the main idea.

As you read “My Mom,” fill in the Main Idea and  
Details Chart.





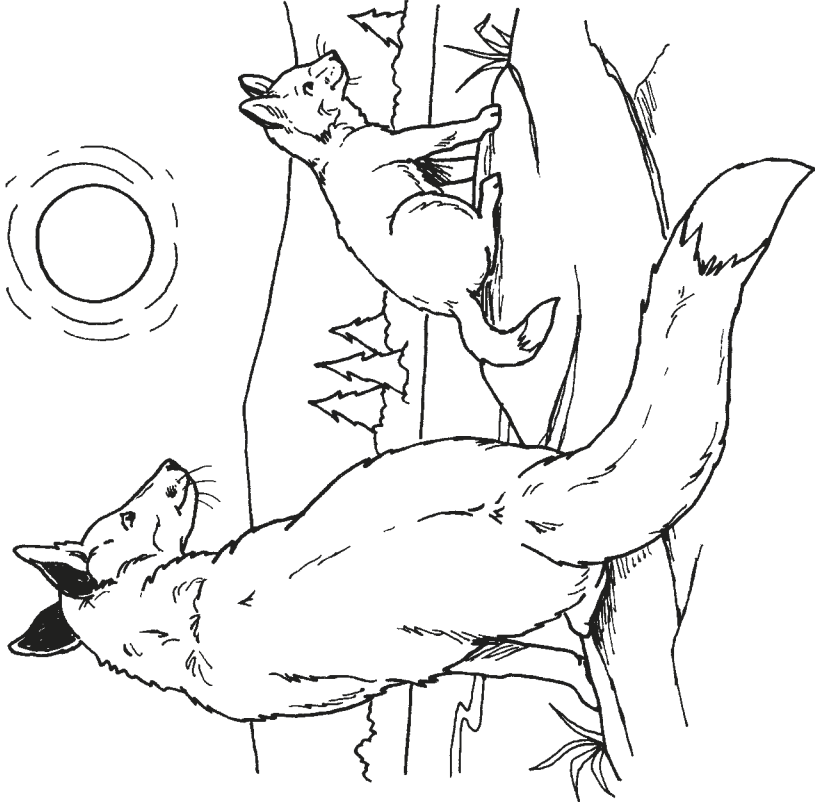
Mom and little fox nap.  
They nap in a big log.

# Mom Fox



A fox is a good mom.  
Mom fox licks her little fox.





Mom fox sits.  
Little fox sits and sits and sits.

---

**Comprehension:** What is this book all about?

3



Mom fox hops on a rock.  
Little fox hops on a rock.

---

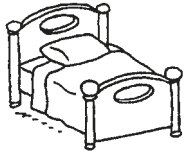
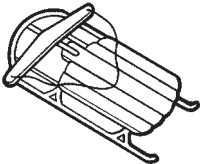
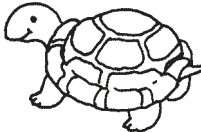

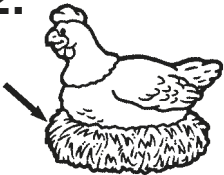



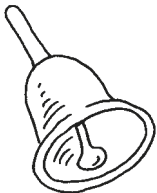




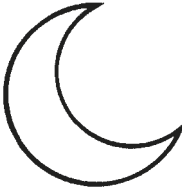
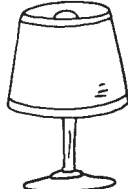
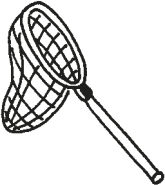



**Phonics:** Circle the words in the story that rhyme with **sock**.

2

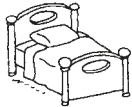


Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

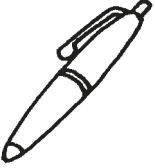
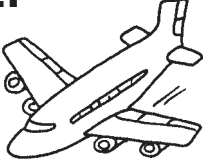

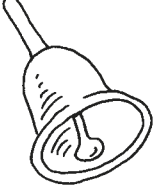

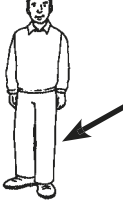
|   |   |  |   |
|---|---|--|---|
| 1.<br>   |    |    |    |
| 2.<br>   |    |    |    |
| 3.<br>  |   |   |   |
| 4.<br> | 10  |  |  |
| 5.<br> |  |  |  |

Name \_\_\_\_\_



bed

Circle the word that names each picture. Then write the word on the line. Underline the letter that makes the short e sound.

|   |  |  |
|---|--|--|
| <p>1.  pet<br/>pen<br/>box</p> <p>_____</p> <p>pen</p> <p>_____</p>      | <p>2.  jump<br/>vet<br/>jet</p> <p>_____</p> <p>_____</p> <p>_____</p>  | <p>3.  ten<br/>top<br/>wet</p> <p>_____</p> <p>_____</p> <p>_____</p>    |
| <p>4.  bag<br/>bell<br/>bed</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  van<br/>get<br/>vet</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  let<br/>pot<br/>leg</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

are

who

look

no

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. I \_\_\_\_\_ at the cats.

\_\_\_\_\_

\_\_\_\_\_



2. \_\_\_\_\_ is in bed?

\_\_\_\_\_

\_\_\_\_\_

3. The cats \_\_\_\_\_ on the mat.

\_\_\_\_\_

\_\_\_\_\_

4. Ned has \_\_\_\_\_ pets.



Name \_\_\_\_\_

**Retelling** a story helps you remember the most important parts. You can then share the story with others.

As you read “On the Bed,” fill in the Retelling Chart.

## On the Bed

### Beginning

|    |   |    |
|----|---|----|
| 1. | → | 2. |
|----|---|----|

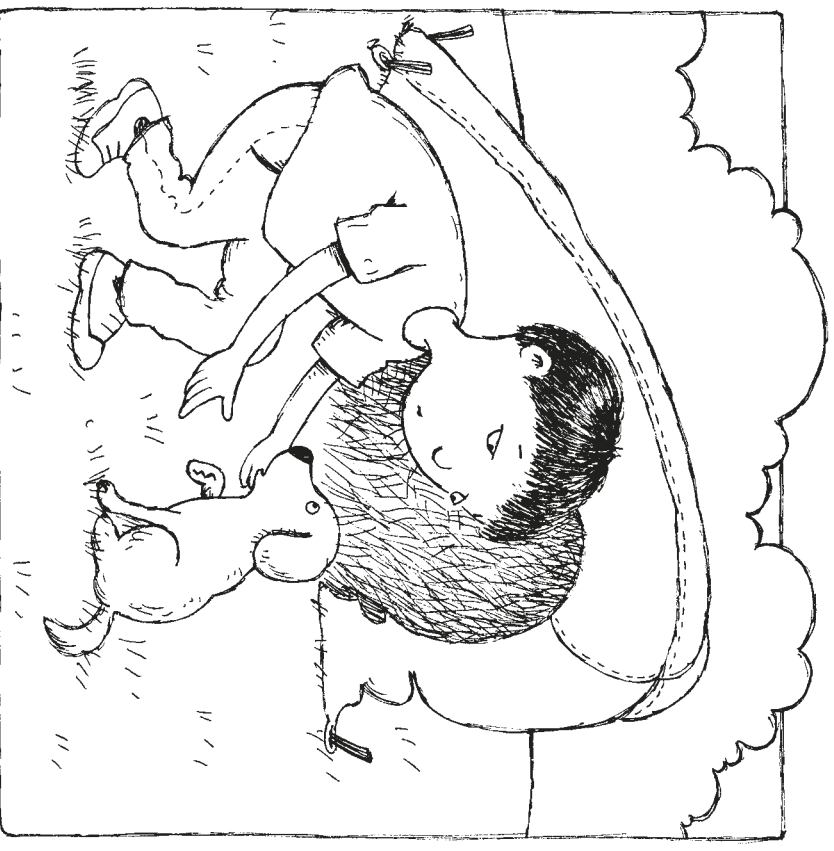
### Middle

|    |   |    |
|----|---|----|
| 3. | → | 4. |
|----|---|----|

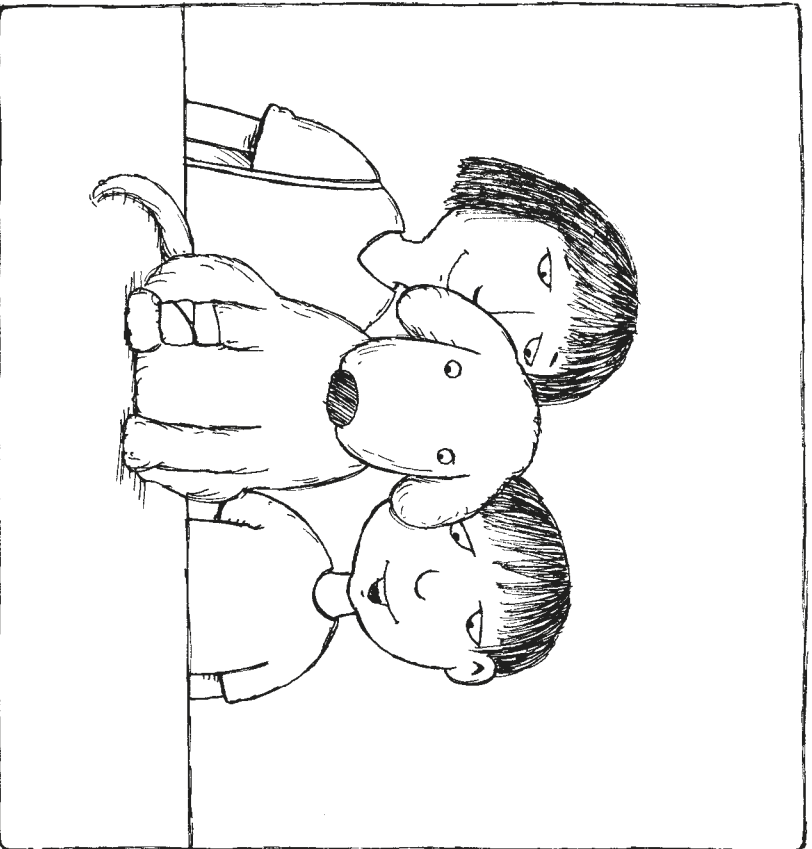
### Ending

|    |   |    |
|----|---|----|
| 5. | → | 6. |
|----|---|----|

# Rex at the Vet



Ed has a pet.  
His pet is Rex.  
A tent fell on Rex.

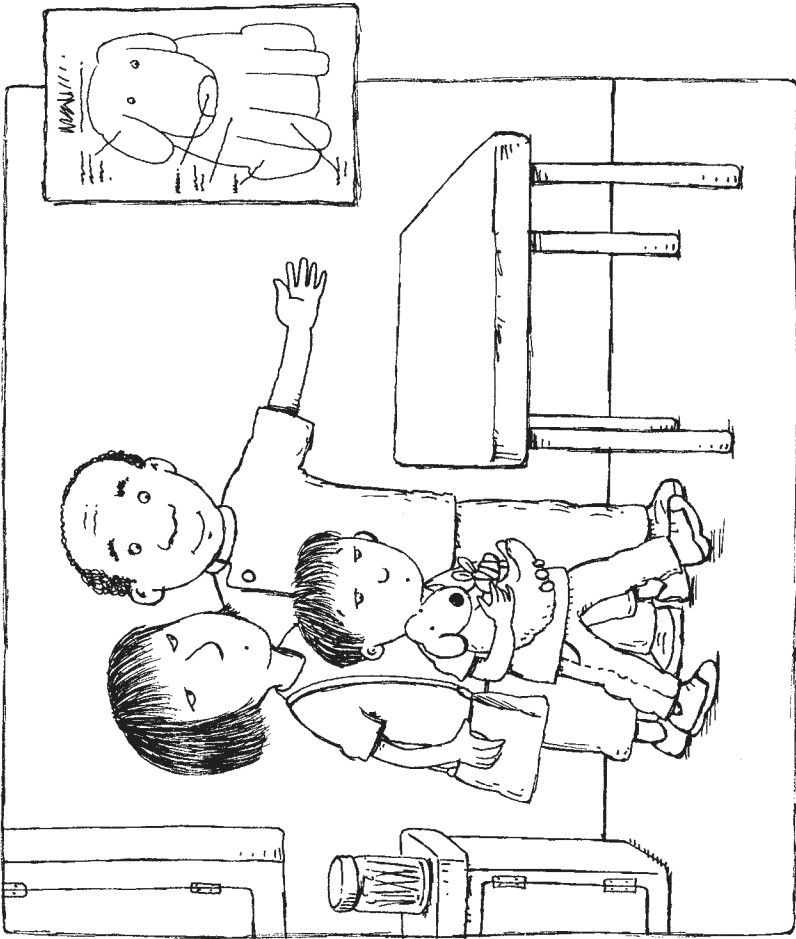


The vet helps Rex get well.

**High-Frequency Words:**  
Circle the words who and  
look in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.



Who will fix his leg?  
A vet will fix his leg.

---

**Phonics:** Circle the words in the story that rhyme with **let**.

2



Look at Rex!  
Rex licks the vet.


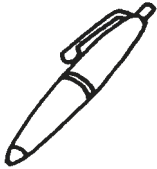
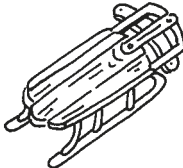
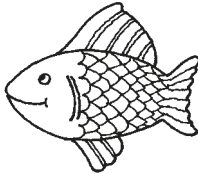

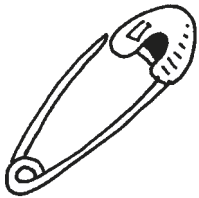

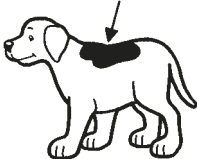




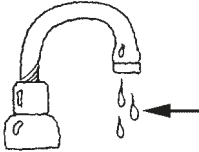
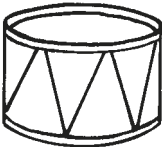




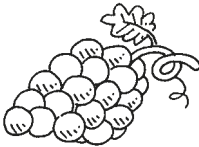
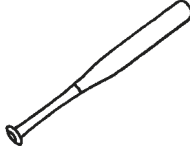
---

**Comprehension:** Retell this story in your own words.

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |   |  |  |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_

Say each picture name. Write the two letters that stand for the sounds you hear at the beginning of each picture name.

sn

cr

sl

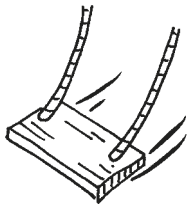
dr

tr

sk

sw

1.



\_\_\_\_\_

sw

2.



\_\_\_\_\_

\_\_\_\_\_

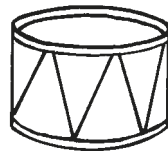
3.



\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

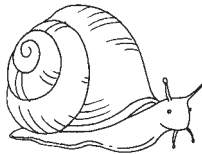
5.



\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

7.



\_\_\_\_\_

\_\_\_\_\_

8.



\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

here

for

live

many

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. We \_\_\_\_\_ here.



2. I see \_\_\_\_\_ cats.

3. We did it \_\_\_\_\_ mom.

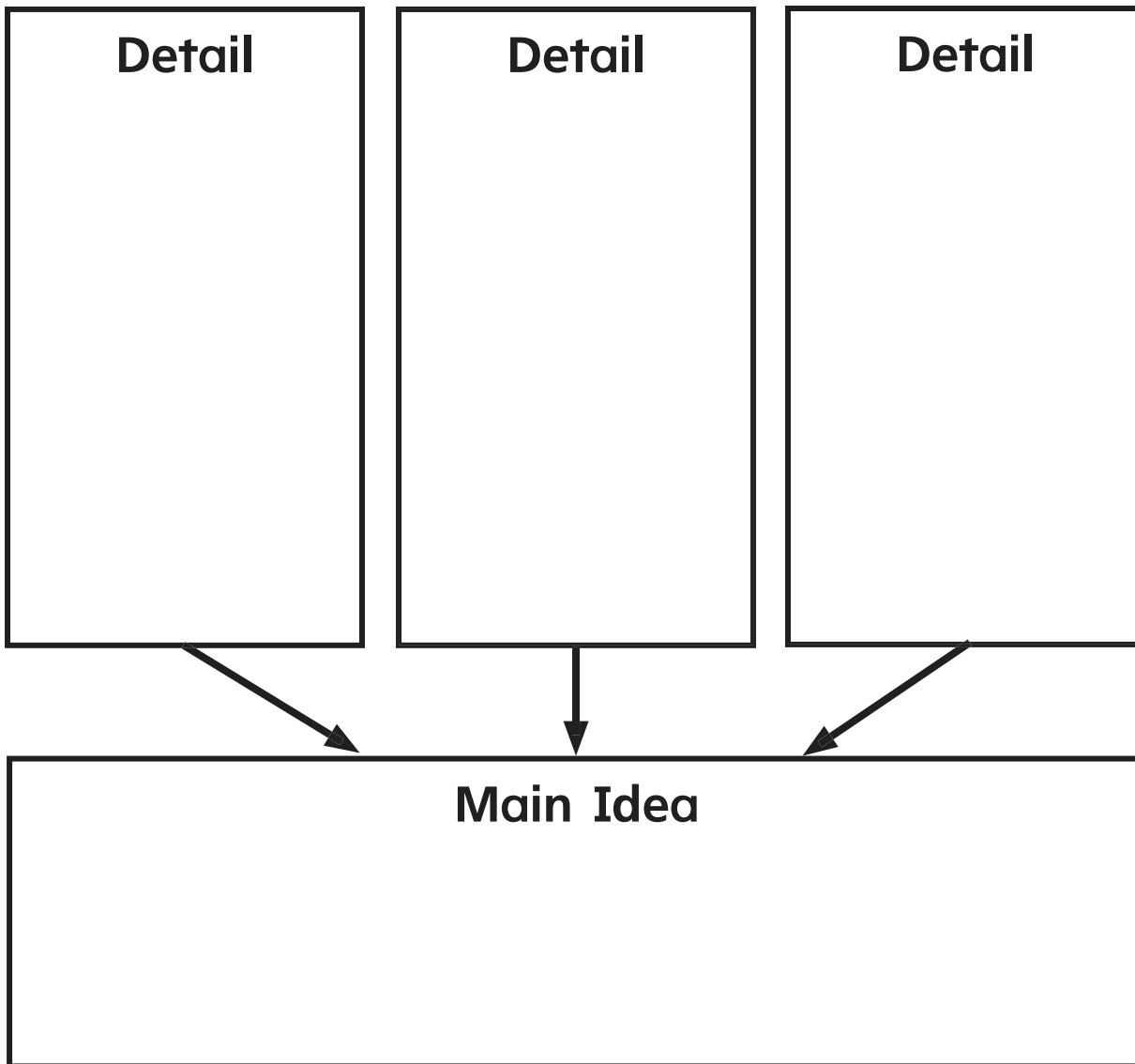


4. Can Ted come \_\_\_\_\_ ?

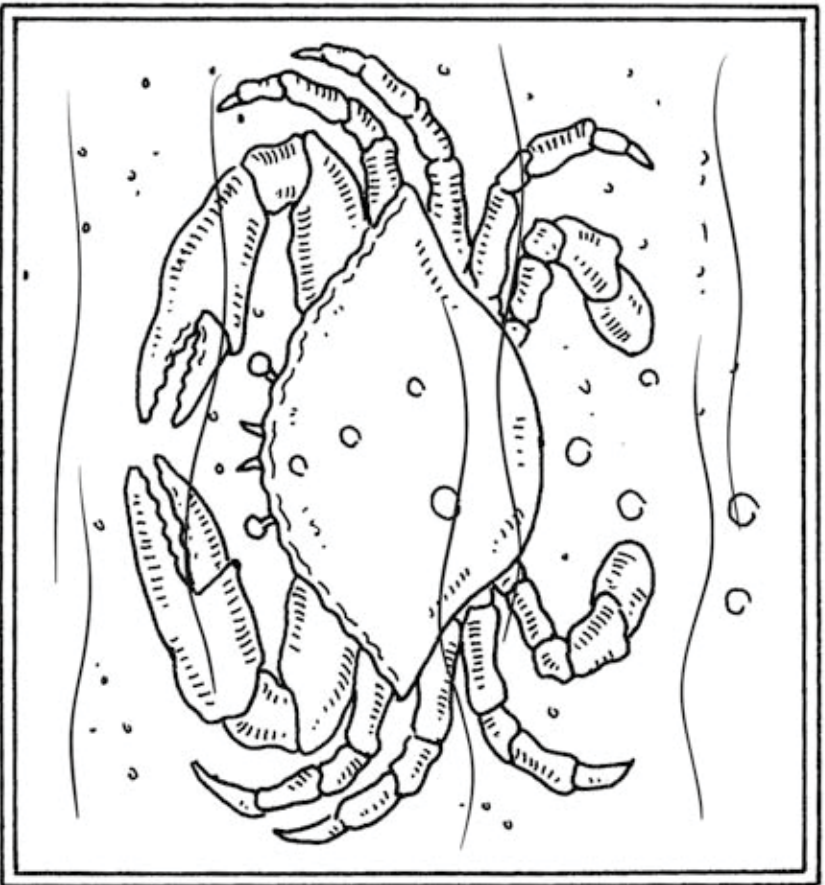
Name \_\_\_\_\_

The **main idea** is the most important idea in a story.  
**Details** in the story tell more about the main idea.

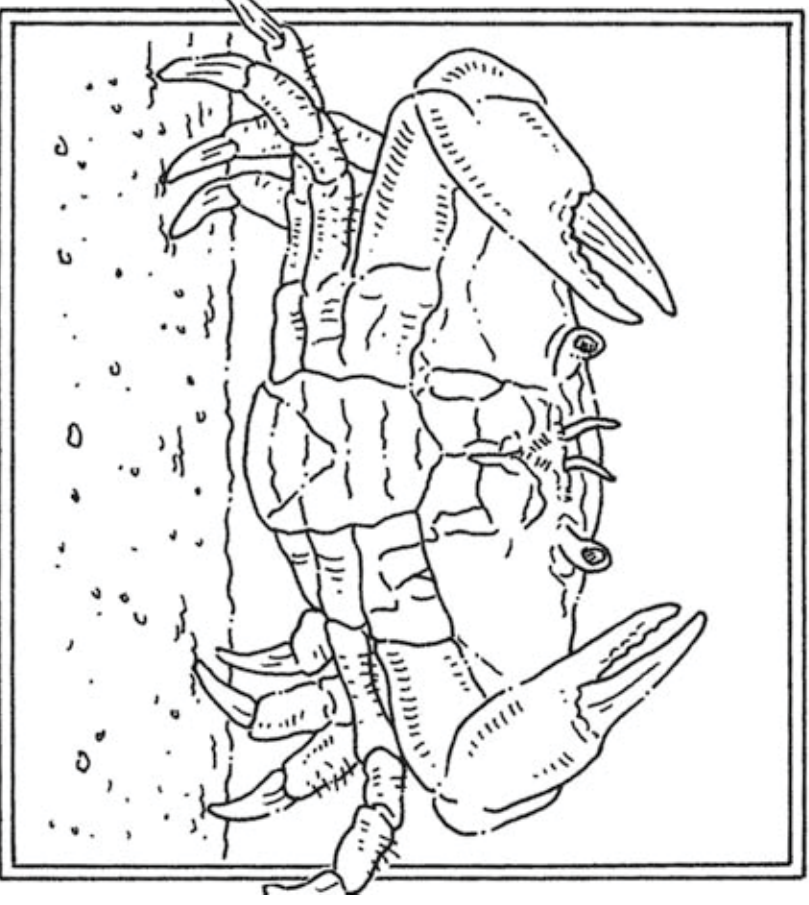
As you read “Kids Can,” fill in the Main Idea and  
Details Chart.



# Crabs



A crab can swim.  
It can swim fast!

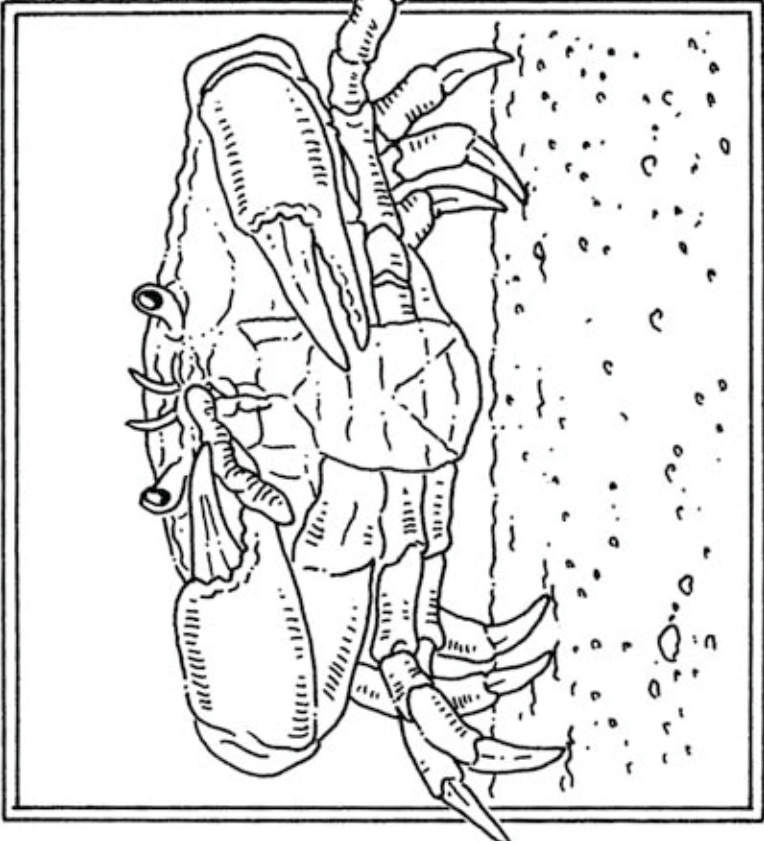


Here is a crab.  
It has many legs.

**High-Frequency Words:**  
Circle the words here and  
many in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

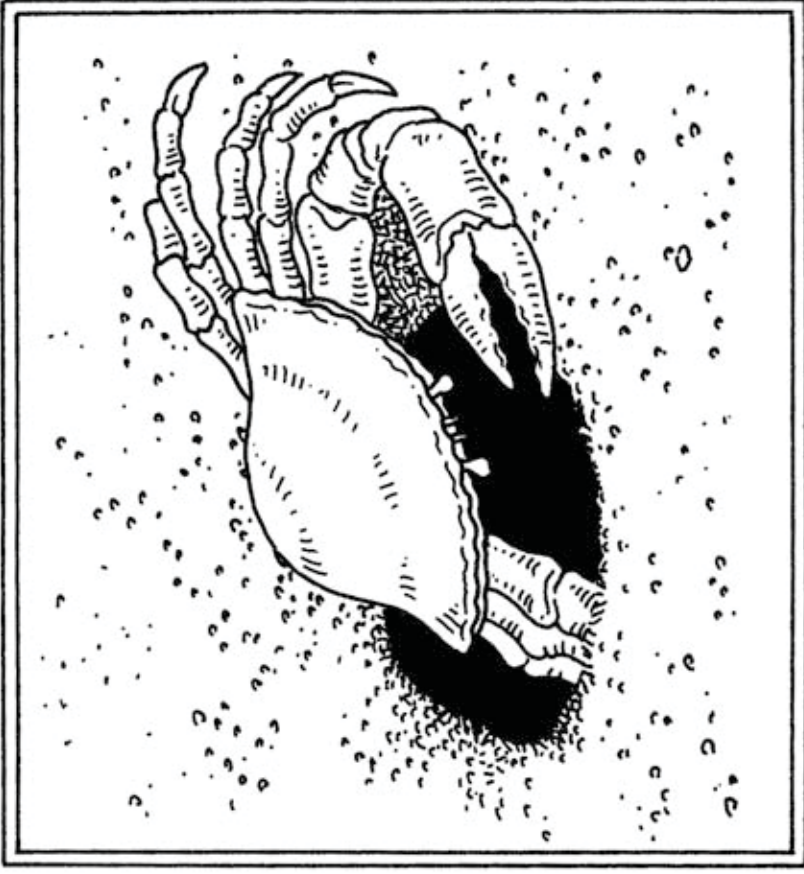


A crab can grab.  
It will eat a snack.

---

**Phonics:** Circle the words in the story with  
cr, gr, or sn.

2



A crab can dig.  
It can dig in the sand.




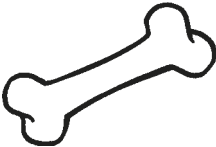
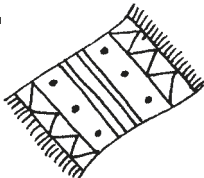


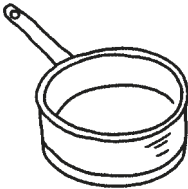
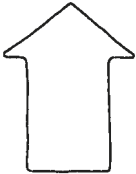
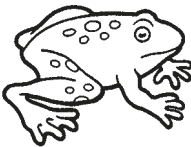



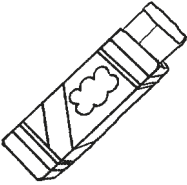
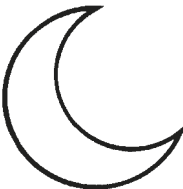





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**Comprehension:** What can crabs do with  
their claws?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

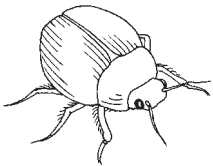
|   |   |  |   |
|---|---|--|---|
| 1.<br>   |    |    |    |
| 2.<br>   |    |    |    |
| 3.<br>  |   |   |   |
| 4.<br> |  |  |  |
| 5.<br> |  |  |  |

Name \_\_\_\_\_

drum

Say each picture name. Write u next to the picture if its name has the short u sound.

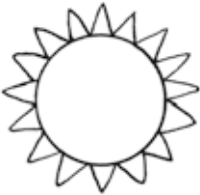
1.


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

2.


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

3.


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

4.


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

5.


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

6.


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

7.


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

8.


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

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

have

to

make

could

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

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

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

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

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

1. We \_\_\_\_\_ get a pup.

\_\_\_\_\_

2. The pup jumps \_\_\_\_\_ Jim.

\_\_\_\_\_

3. We can \_\_\_\_\_ him sit.

\_\_\_\_\_

4. We \_\_\_\_\_ fun!

Name \_\_\_\_\_

Stories have a **beginning**, a **middle**, and an **end**.

As you read “Big Bud,” fill in the Plot Chart.

Beginning



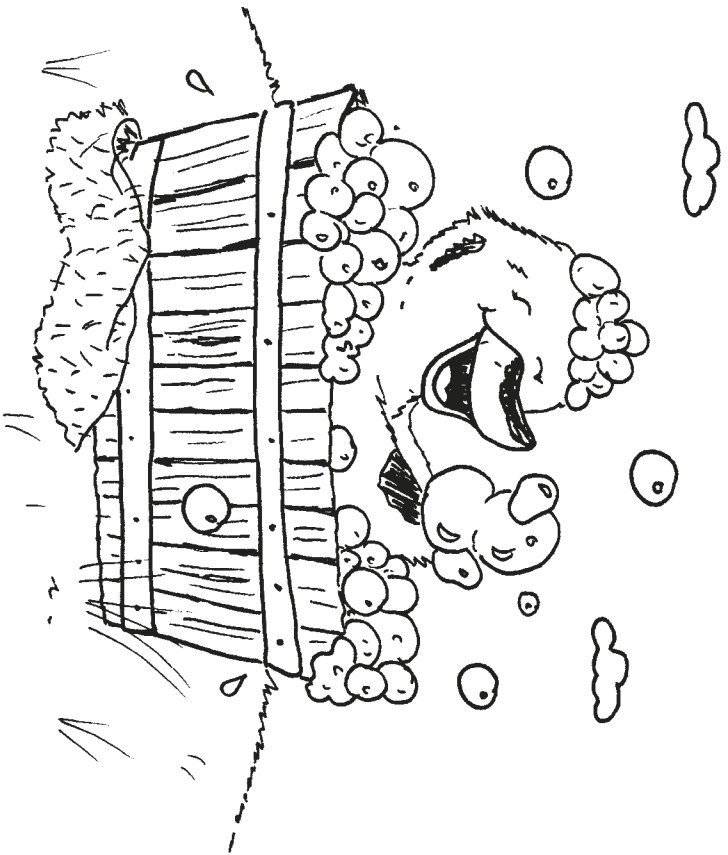
Middle



End

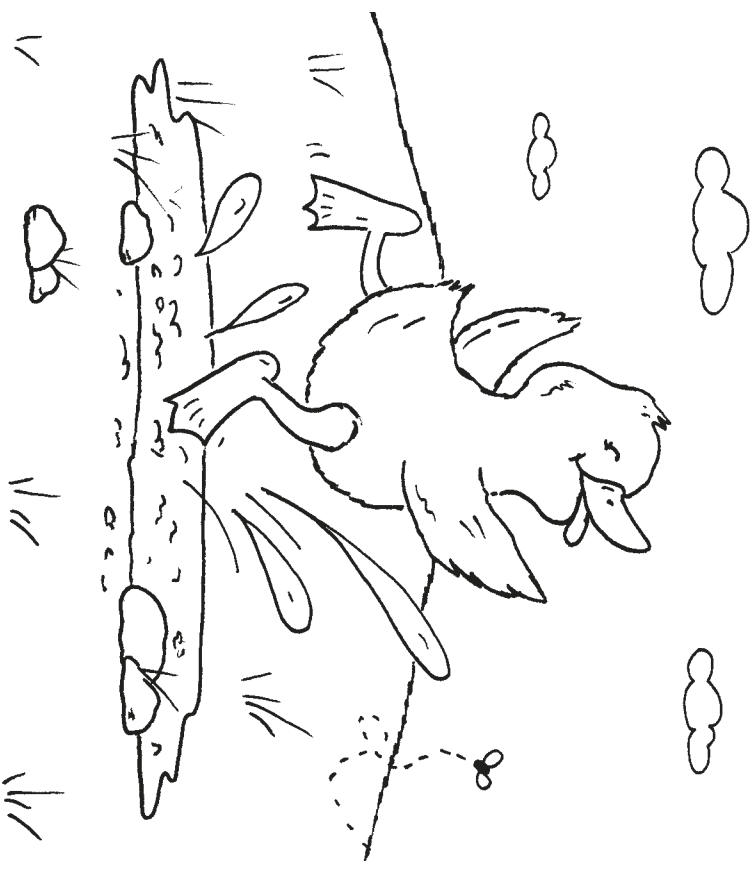


# Duck in the Mud



Duck gets in.

Duck has lots of fun!



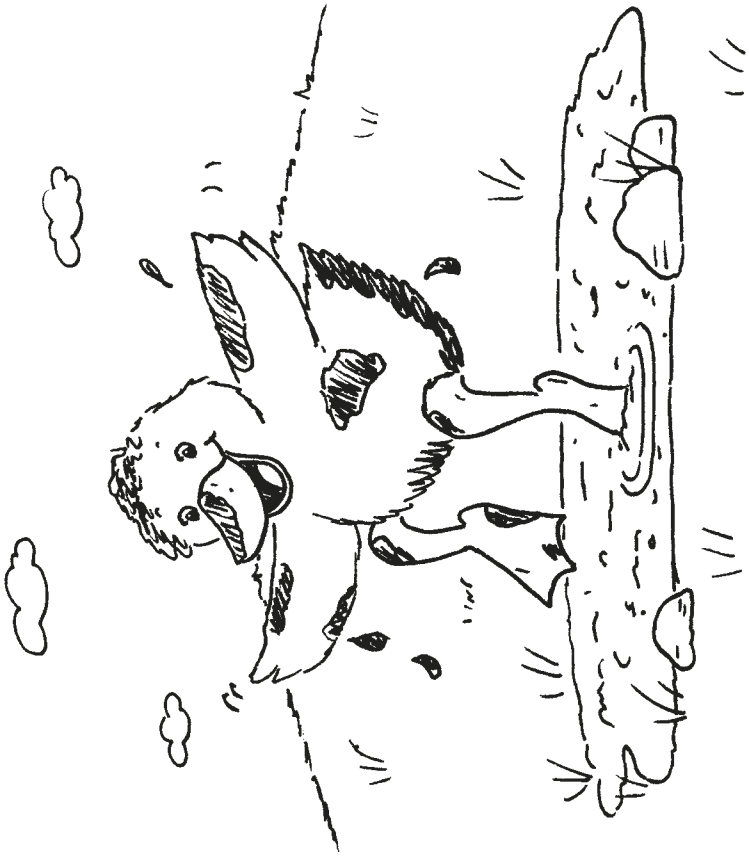
Duck can have fun in the mud.

Duck runs in the mud.

**High-Frequency Words:**  
Circle the words make  
and have in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

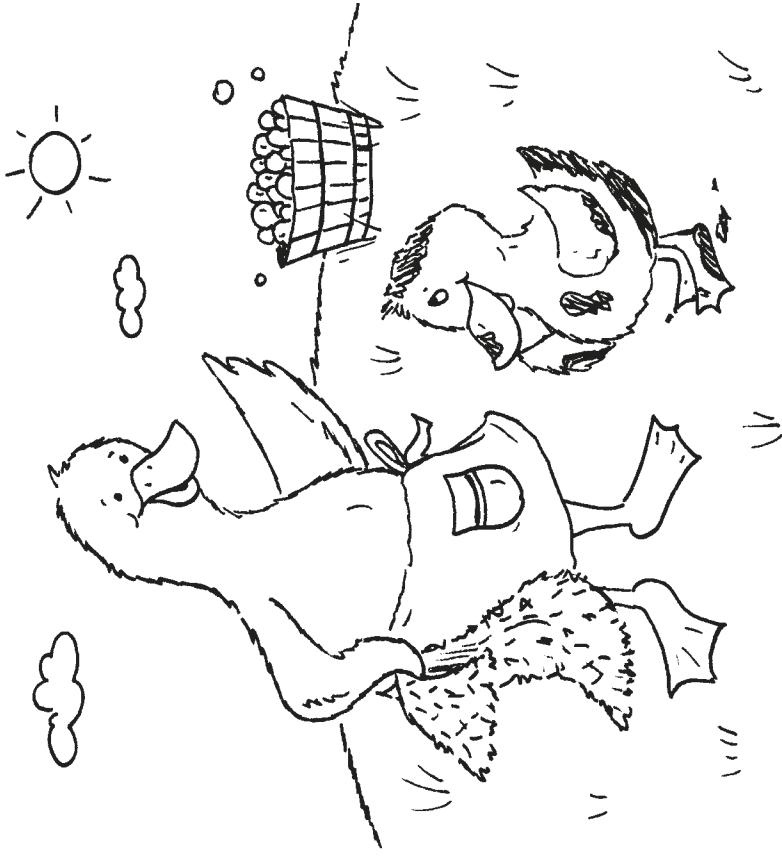


Duck jumps in the mud.  
Duck can make a big mess.

---

**Phonics:** Circle words in the story that have the **short u** sound.

2



Duck must get a bath.  
Will Duck get in?

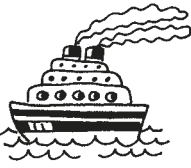
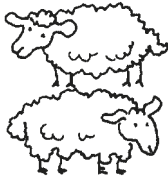
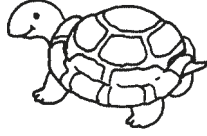


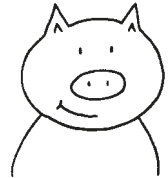


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**Comprehension:** What is Duck's problem?




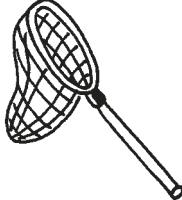
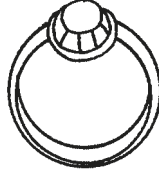

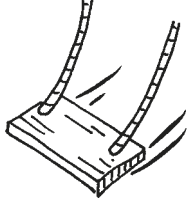
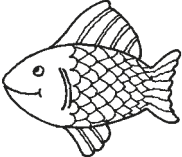
3

Name \_\_\_\_\_

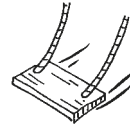
**A. Say the name of each picture. Circle the picture whose name begins with the same sound as the first picture.**

|   |   |  |   |
|---|---|--|---|
| 1.<br> |  |  |  |
| 2.<br> |  |  |  |

**B. Say the name of each picture. Circle the picture whose name ends with the same sound as the first picture.**

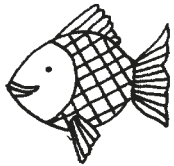
|   |   |  |   |
|---|---|--|---|
| 1.<br> |  |  |  |
| 2.<br> |  |  |  |

Name \_\_\_\_\_

shipbathswing

Say each picture name. Write sh next to the picture if its name has the /sh/ sound. Write th next to the picture if its name has the /th/ sound. Write ng next to the picture if its name has the /ng/ sound.

1.



sh

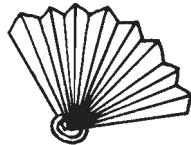
2.



3.



4.



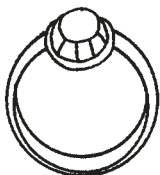
5.



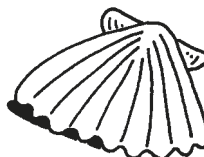
6.



7.



8.



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

want                      together                      you                      me

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. _____<br>- - - - -<br>_____ | 2. _____<br>- - - - -<br>_____ |
| 3. _____<br>- - - - -<br>_____ | 4. _____<br>- - - - -<br>_____ |

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

\_\_\_\_\_

1. Look at \_\_\_\_\_ go!

\_\_\_\_\_

\_\_\_\_\_

2. I \_\_\_\_\_ to run and jump.

\_\_\_\_\_

\_\_\_\_\_

3. Can we play \_\_\_\_\_ ?



\_\_\_\_\_

\_\_\_\_\_

4. It is fun to play with \_\_\_\_\_ .

Name \_\_\_\_\_

**Retelling** a story helps you remember the most important parts. You can then share the story with others.

As you read “At the Shop,” fill in the Retelling Chart.

## At the Shop

### Beginning

|    |   |    |
|----|---|----|
| 1. | → | 2. |
|----|---|----|

### Middle

|    |   |    |
|----|---|----|
| 3. | → | 4. |
|----|---|----|

### Ending

|    |   |    |
|----|---|----|
| 5. | → | 6. |
|----|---|----|



A ship is in with the fish.  
Fish swim to it.

# Seth's Fish Shop



Seth has a fish shop.  
Fish swim in tanks together.

4

**High-Frequency Words:**  
Circle the words want and  
together in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

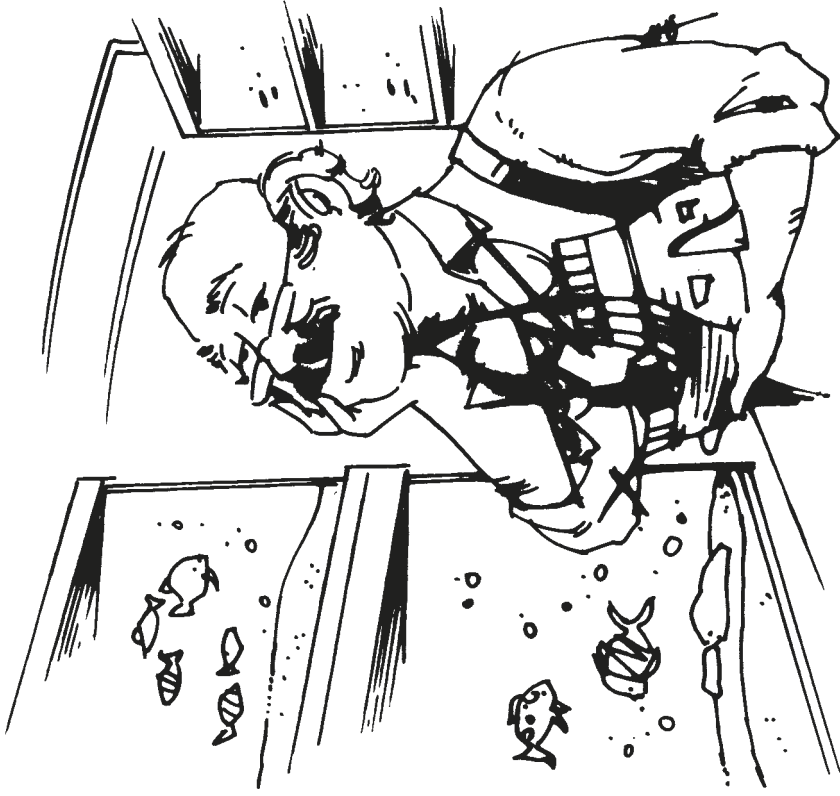


Seth looks at the fish.  
What can they want?

---

**Phonics:** Circle words in the story with **sh**.

2



Seth thinks and thinks.  
Seth gets a ship.

---

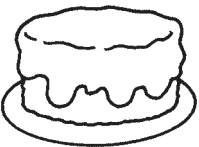
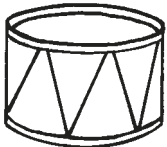


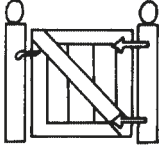


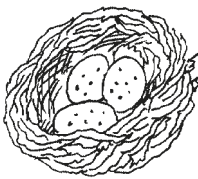
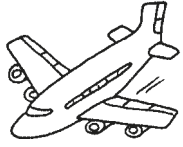

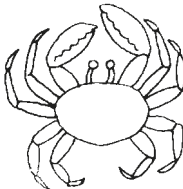
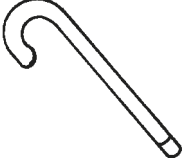
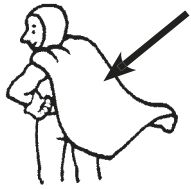

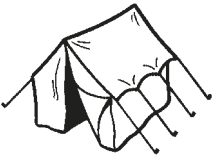
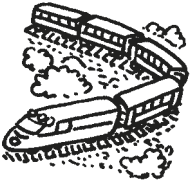




**Comprehension:** Retell this story in your own words.

3



Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

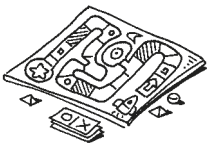


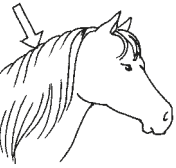
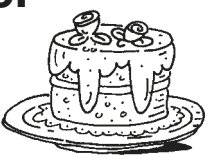

|   |   |  |   |
|---|---|--|---|
| 1.<br>   |    |    |    |
| 2.<br>   |    |    |    |
| 3.<br>  |   |   |   |
| 4.<br> |  |  |  |
| 5.<br> |  |  |  |

Name \_\_\_\_\_

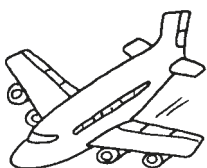


plane

**A. Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long a sound.**

|  |  |  |
|--|--|--|
| <p>1.  <u>game</u><br/>name<br/>gate</p> <p>_____</p> <p><u>g</u>ame</p>  | <p>2.  cap<br/>cape<br/>cake</p> <p>_____</p> <p>_____</p> <p>_____</p>   | <p>3.  bake<br/>lake<br/>rake</p> <p>_____</p> <p>_____</p> <p>_____</p>   |
| <p>4.  man<br/>name<br/>mane</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  cap<br/>cake<br/>cane</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  lake<br/>last<br/>lane</p> <p>_____</p> <p>_____</p> <p>_____</p> |

**B. Write the word that names the picture.**



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

today

away

said

eat

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. What do Dave and Kate want to \_\_\_\_\_ ?

2. "Look at the cake," \_\_\_\_\_ Kate.



3. We can play \_\_\_\_\_ .

4. We take the dogs and go \_\_\_\_\_ .



Name \_\_\_\_\_

**Retelling** a story helps you remember the most important parts. You can then share the story with others.

As you read “Jake’s Cake,” fill in the Retelling Chart.

## Jake’s Cake

### Beginning

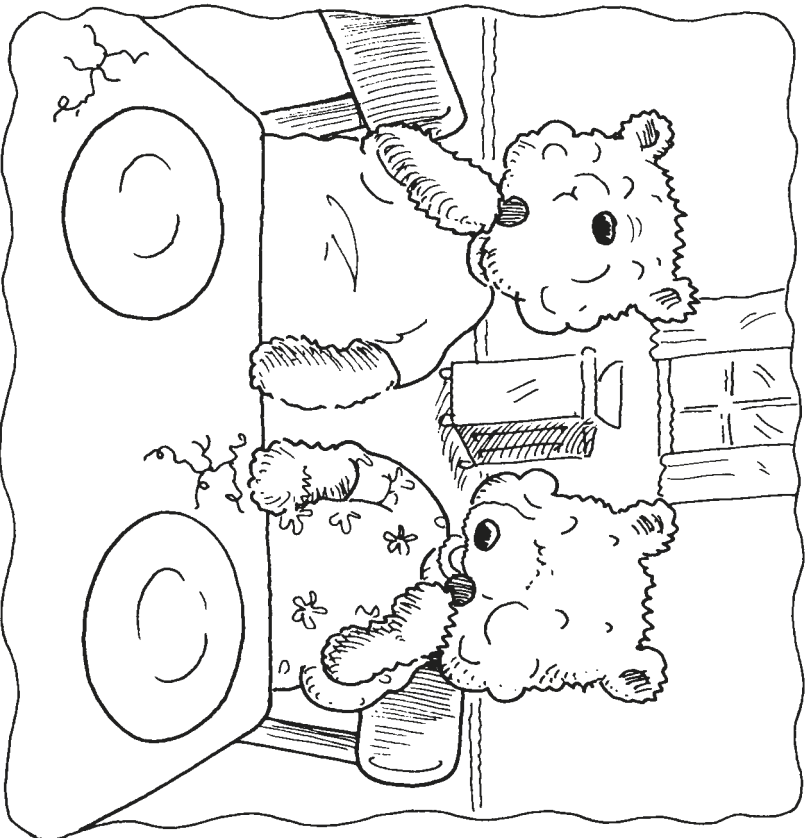
|    |   |    |
|----|---|----|
| 1. | → | 2. |
|----|---|----|

### Middle

|    |   |    |
|----|---|----|
| 3. | → | 4. |
|----|---|----|

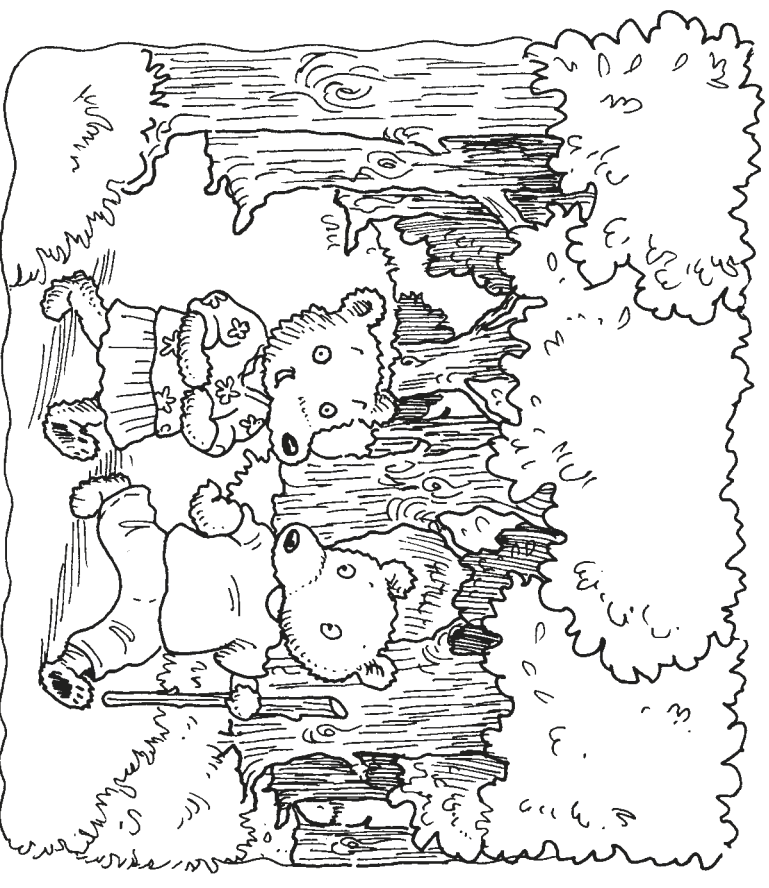
### Ending

|    |   |    |
|----|---|----|
| 5. | → | 6. |
|----|---|----|



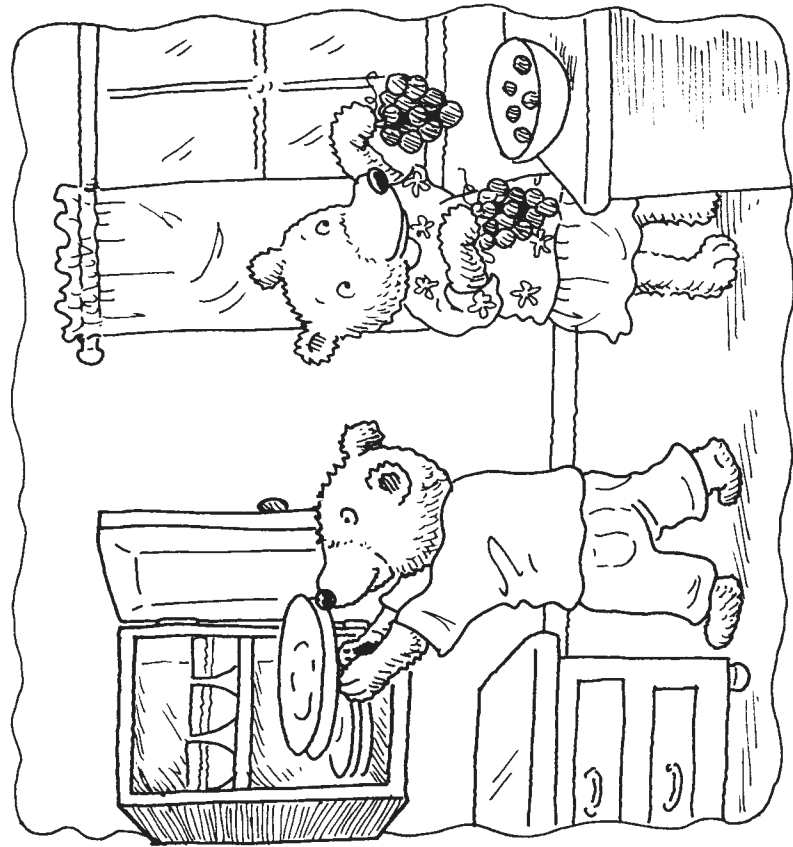
Jake ate grapes.  
Jane ate grapes.  
Yum! Yum!

# Jake and Jane



Jake and Jane are pals.  
They do things together.  
“Let’s eat grapes!” said Jane.  
“Yes, yes,” said Jake.



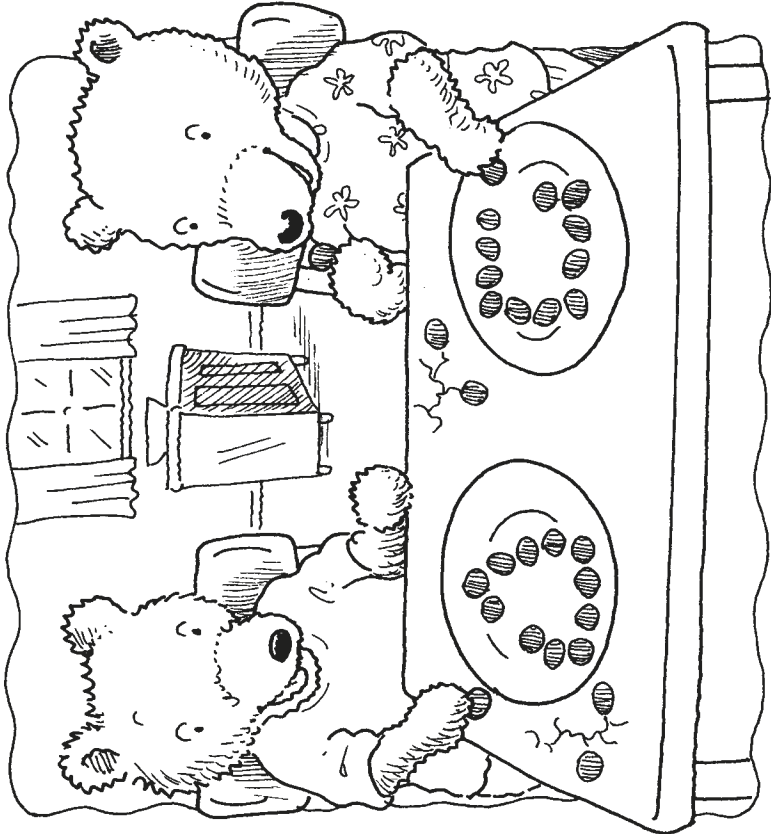


Jake got big plates.  
Then Jane got red grapes.

---

**Phonics:** Draw a line under the letters that spell the long **a** sound in words.

2



Jake made shapes with  
his grapes.  
Jane made shapes with  
her grapes.

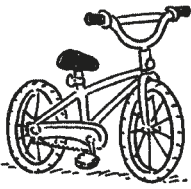


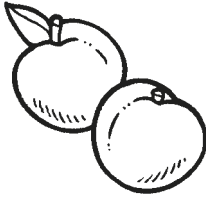


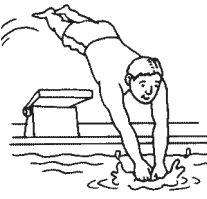
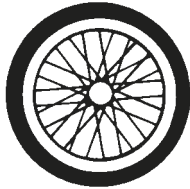

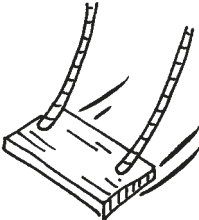
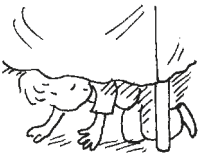

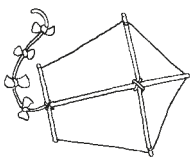

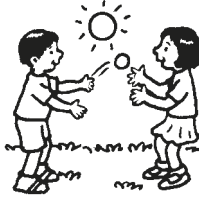

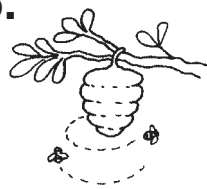
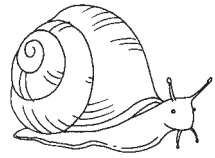
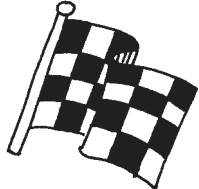

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**Comprehension:** What do Jake and Jane do with their grapes?

3

Name \_\_\_\_\_

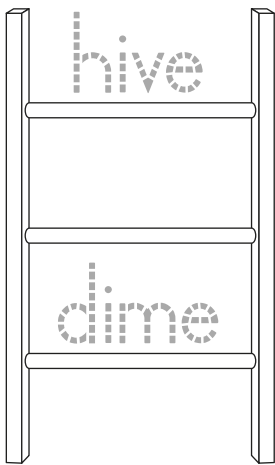
Say the name of each picture. Circle the picture whose name rhymes with the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>   |   |   |   |
| <p>4.</p>  |  |  |  |
| <p>5.</p>  |  |  |  |

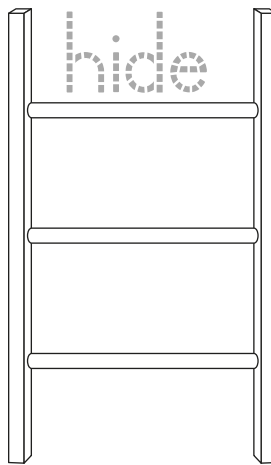
Name \_\_\_\_\_

5  
five

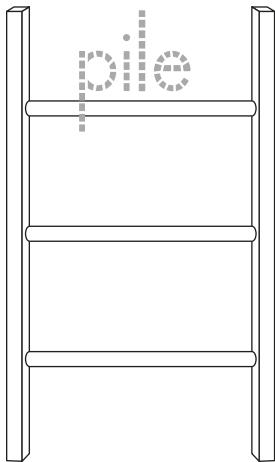
Finish each word ladder. Change only one letter at a time.

1. Go from **hive** to **dime**.

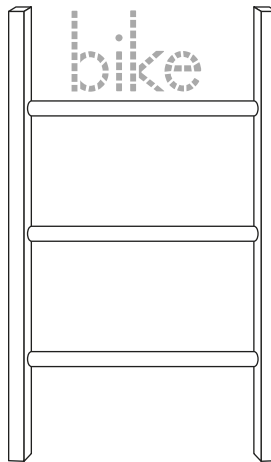
Hint:

Change  
h to d2. Go from **hide** to **time**.

Hint:

Change  
h to t3. Go from **pile** to **ripe**.

Hint:

Change  
l to p4. Go from **bike** to **kite**.

Hint:

Change  
k to t



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

where

now

how

there

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. \_\_\_\_\_ go the ducks!

\_\_\_\_\_

-----

2. \_\_\_\_\_ will the ducks get to the lake?

\_\_\_\_\_

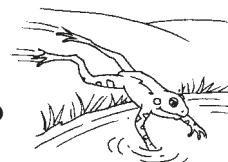
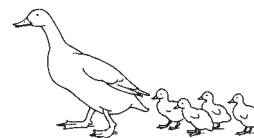
-----

3. \_\_\_\_\_ I want to see the frogs.

\_\_\_\_\_

-----

4. \_\_\_\_\_ did the frogs go?

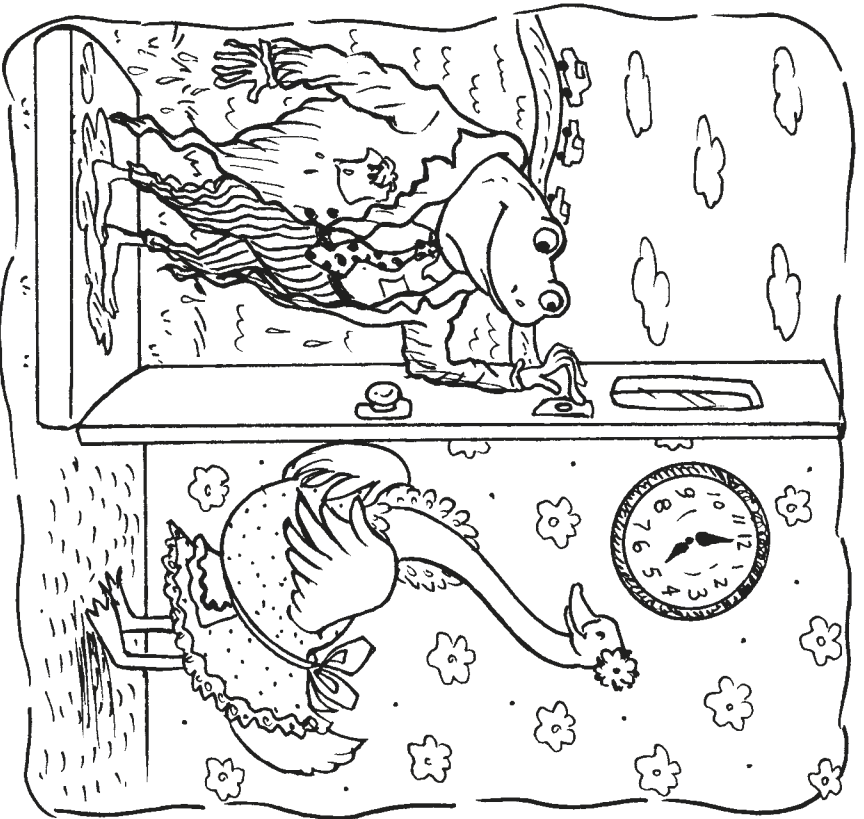


Name \_\_\_\_\_

To **predict** means to make a good guess about what you think will happen next in a story.

**As you read “Miss Fine’s Dime,” fill in the Predictions Chart.**

| What I Predict | What Happens |
|----------------|--------------|
|                |              |
|                |              |
|                |              |



It is five!

Mike is just in time.



**At Home:** Ask your child to read the book aloud to you.

**High-Frequency Words:**  
Circle the words there  
and how in the story.

4

# Just in Time

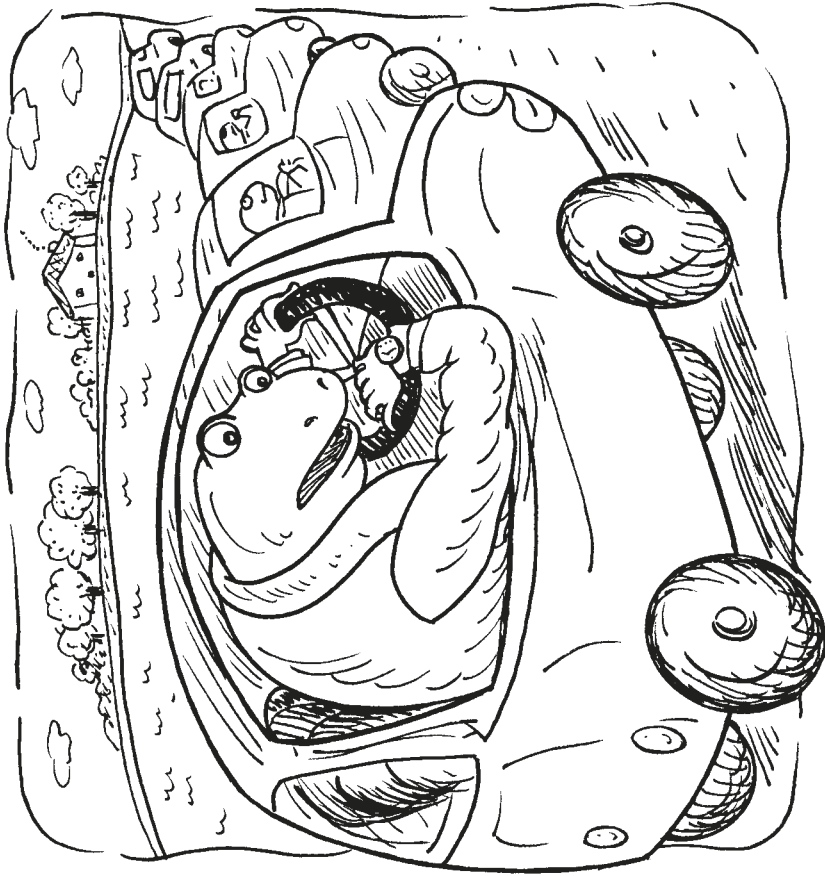


Mike will eat with Miss Fine.

Mike must be there at five.

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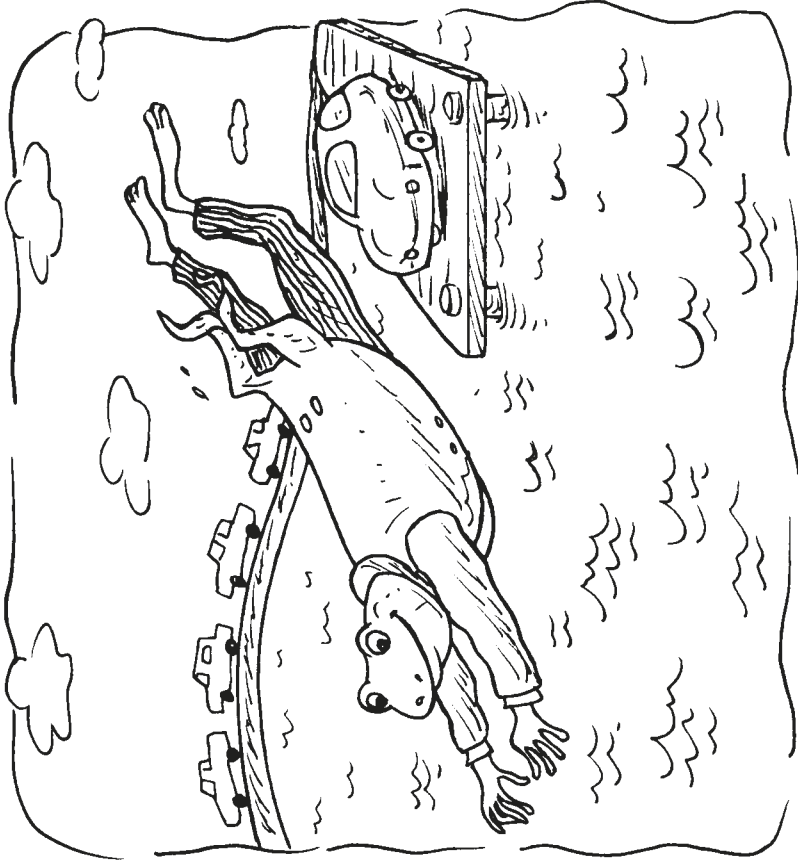


Mike is in a big line.  
How will Mike get there  
at five?

---

**Phonics:** Circle the long i words in the story.

2



Mike likes to dive.  
Mike dives in the lake.

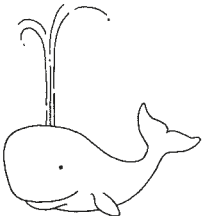
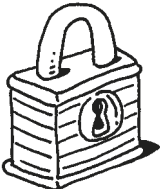
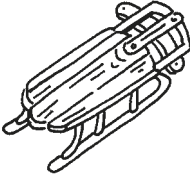
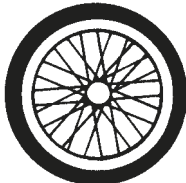


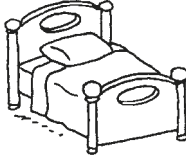
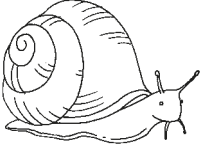
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**Comprehension:** Will Mike get to Miss Fine's home on time?



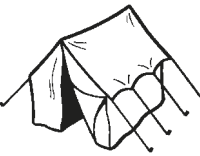

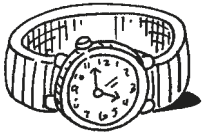
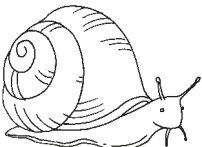
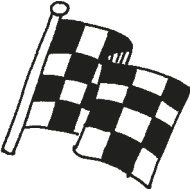
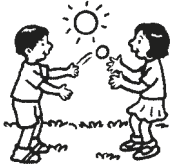
3

Name \_\_\_\_\_

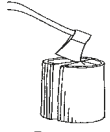
**A. Say the name of each picture. Circle the picture whose name begins with the same sound as the first picture.**

|   |   |  |   |
|---|---|--|---|
| 1.<br> |  |  |  |
| 2.<br> |  |  |  |

**B. Say the name of each picture. Circle the picture whose name ends with the same sound as the first picture.**

|   |   |  |   |
|---|---|--|---|
| 1.<br> |  |  |  |
| 2.<br> |  |  |  |

Name \_\_\_\_\_



chop


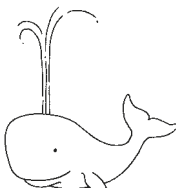






cach



whip

**A. Circle the word that names each picture. Then write the word on the line.**

|  |  |  |
|--|--|--|
| <p>1.  check<br/>chick<br/>clap</p> <p><u>chick</u></p>                     | <p>2.  swing<br/>when<br/>whale</p> <p>_____</p> <p>_____</p> <p>_____</p>  | <p>3.  chin<br/>chop<br/>fish</p> <p>_____</p> <p>_____</p> <p>_____</p>       |
| <p>4.  itch<br/>chip<br/>which</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  slap<br/>chug<br/>check</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  whip<br/>switch<br/>slide</p> <p>_____</p> <p>_____</p> <p>_____</p> |

**B. Circle the ch, -tch, or wh- spelling pattern in each answer above.**

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

our

your

under

was

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

**B. Pick two words from the box and use each word in a sentence. Write the sentences on the lines.**

\_\_\_\_\_

-----

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

\_\_\_\_\_

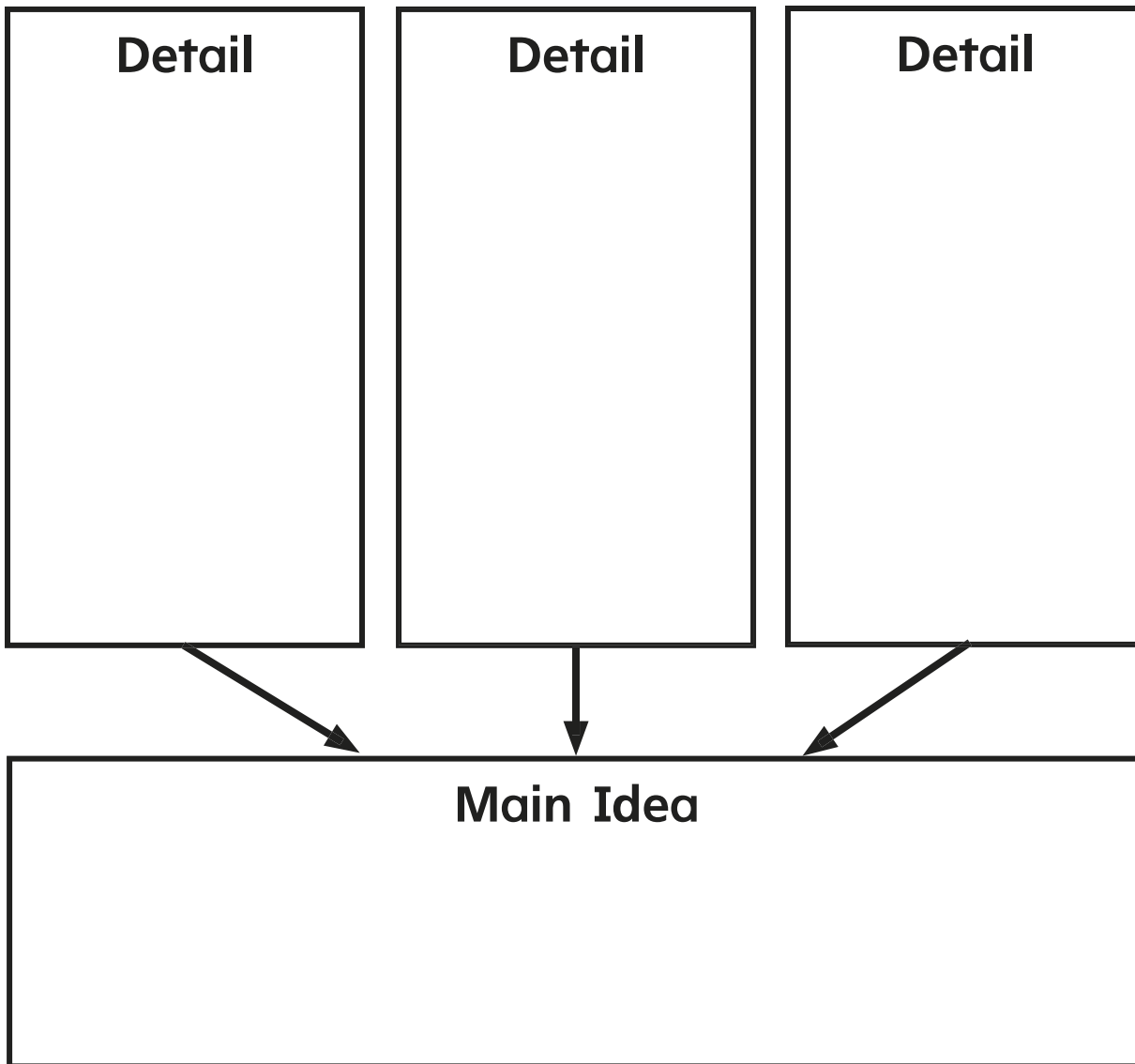
-----

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

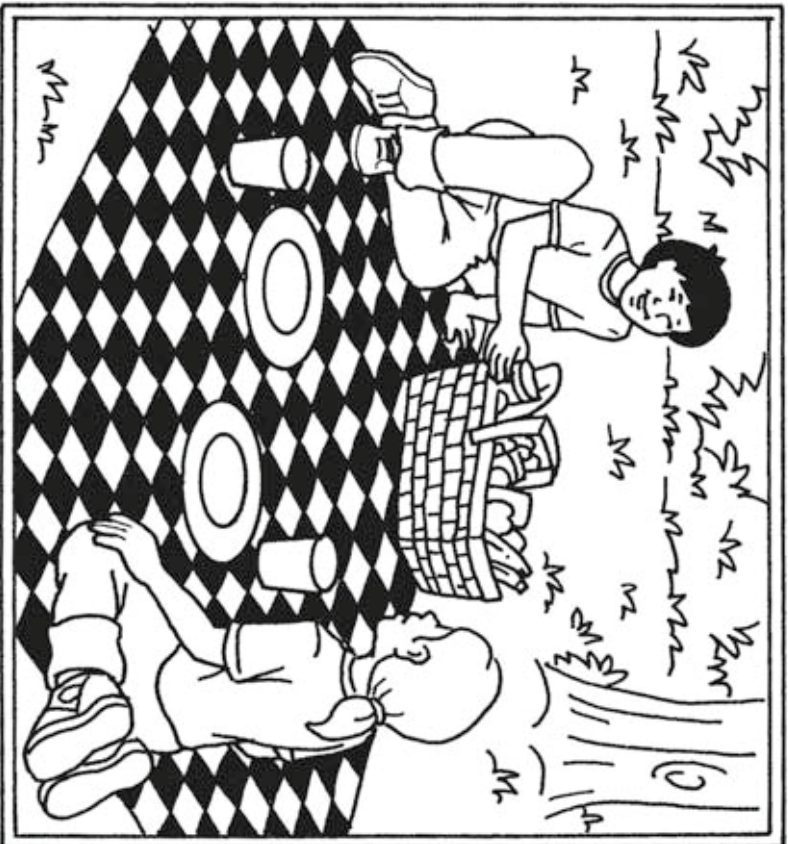
Name \_\_\_\_\_

The **main idea** is the most important idea in a story.  
**Details** in the story tell more about the main idea.

As you read “Snakes, Snakes, Snakes!,” fill in the  
Main Idea and Details Chart.







This cloth has checks.  
Your lunch is on top.  
Checks are under it.  
It is fun to eat on checks!

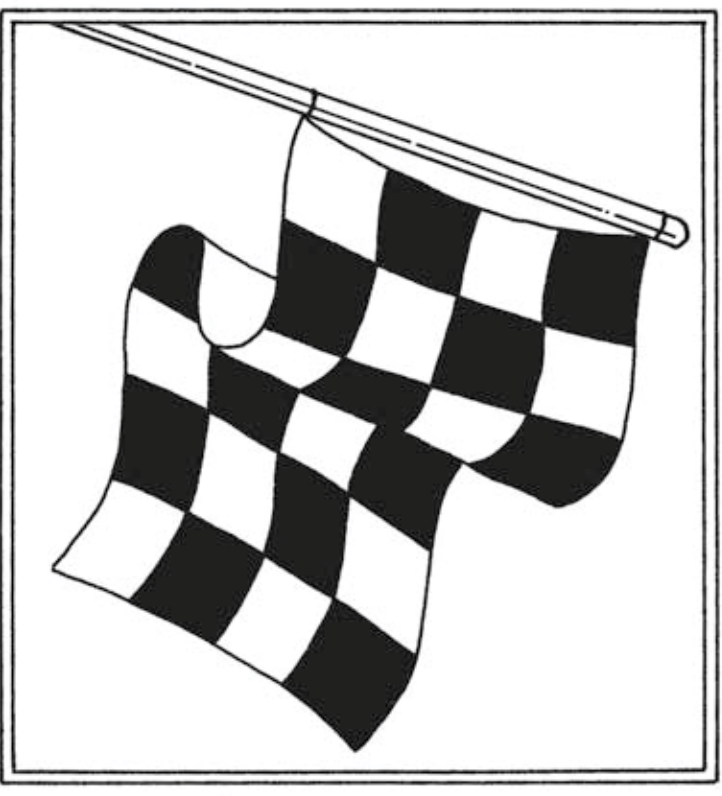
**High-Frequency Words:**  
Circle the words under  
and your in the story.



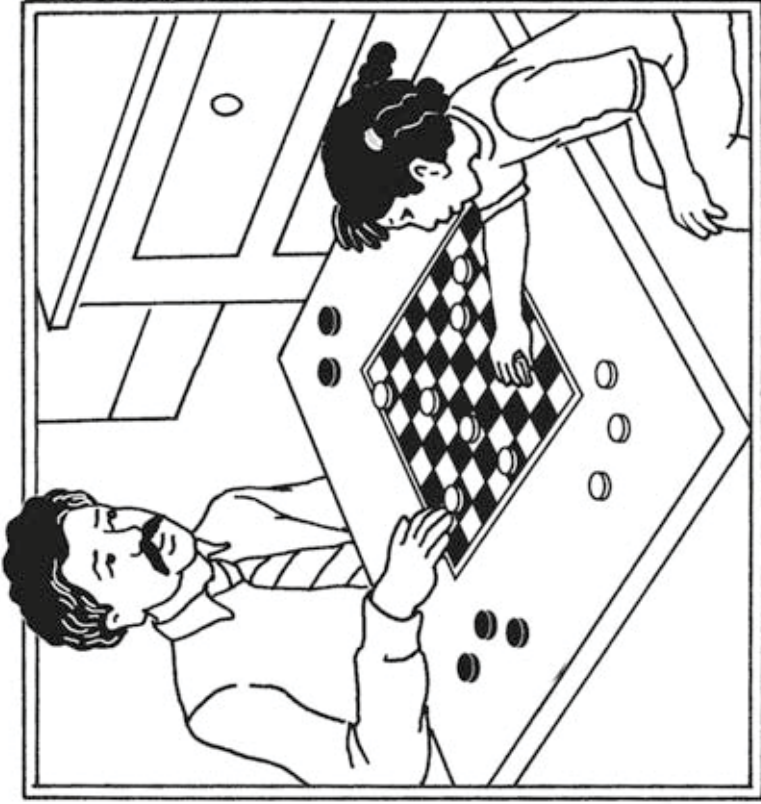
**At Home:** Ask your  
child to read the  
book aloud to you.

4

# Checks, Checks, Checks!



Checks look like this.  
Lots of things have checks.

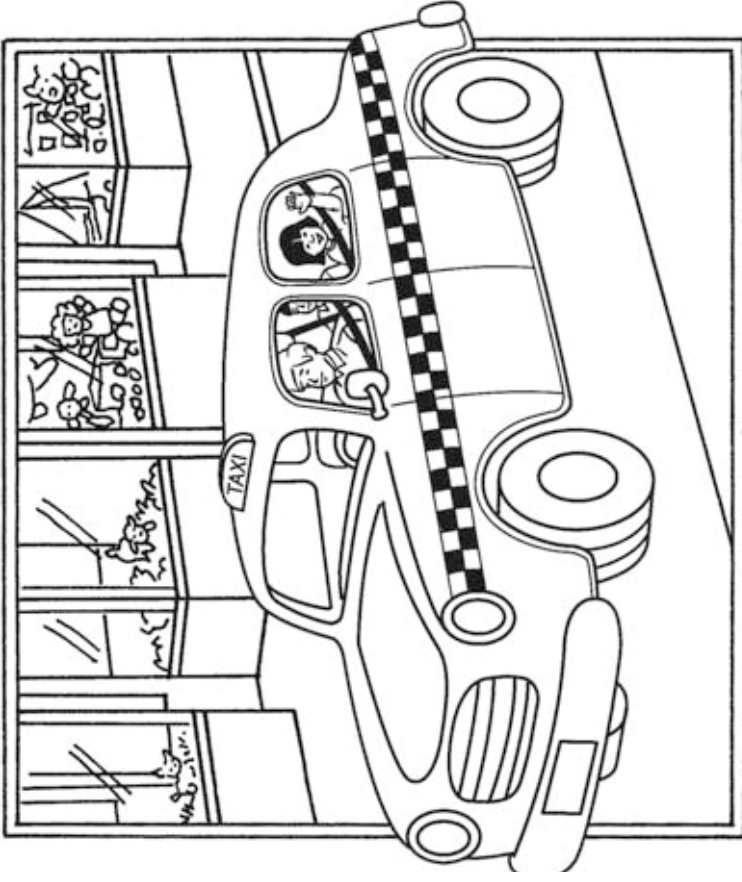


This game has checks.  
It has black and white checks.  
It is fun to play on checks.

---

**Phonics:** Draw a circle around the words in the story with **ch** and **tch**.

2



Cabs have checks.  
When you see the checks,  
you can tell it is a cab.  
It is fun to ride in checks.


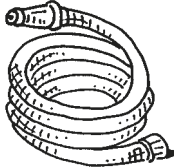
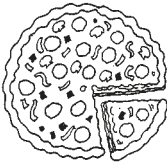


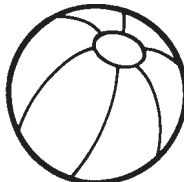
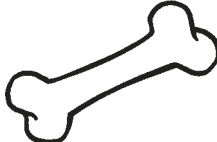


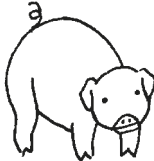

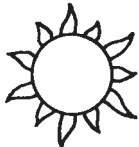

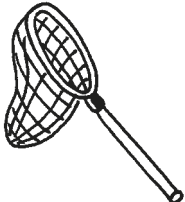

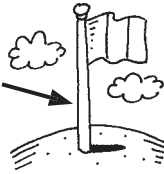
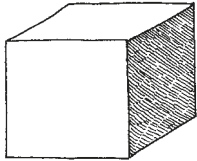


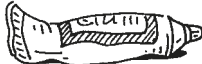
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**Comprehension:** Retell this story in your own words.

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

|   |   |  |   |
|---|---|--|---|
| 1.<br>   |    |    |    |
| 2.<br>   |    |    |    |
| 3.<br>  |   |   |   |
| 4.<br> |  |  |  |
| 5.<br> |  |  |  |

Name \_\_\_\_\_



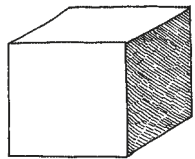
mule



bone

Say each picture name. Write u next to the picture if its name has the long u sound. Write o next to the picture if its name has the long o sound.

1.



\_\_\_\_\_

u

\_\_\_\_\_

2.

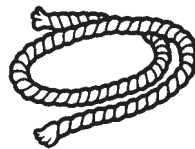


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

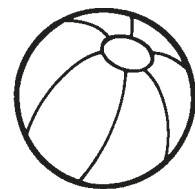


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

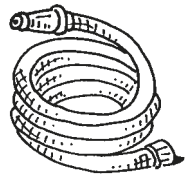


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.

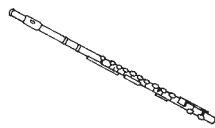


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

new

she

work

he

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

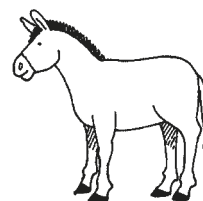
\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. Tom has a \_\_\_\_\_ mule.

\_\_\_\_\_

\_\_\_\_\_



2. \_\_\_\_\_ dug a hole.

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ likes to bake.

\_\_\_\_\_

\_\_\_\_\_

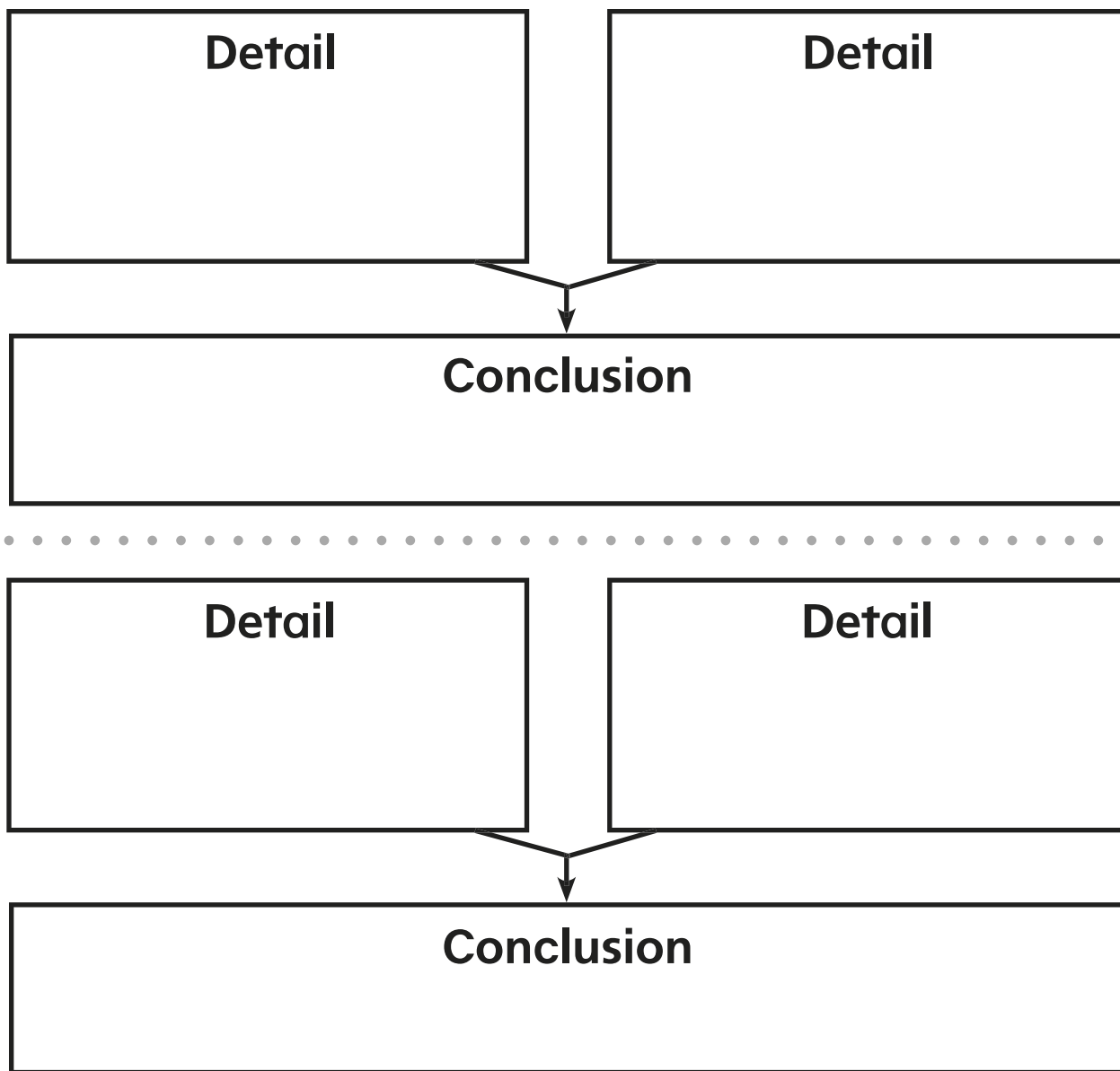
4. Dad will take lunch to \_\_\_\_\_.

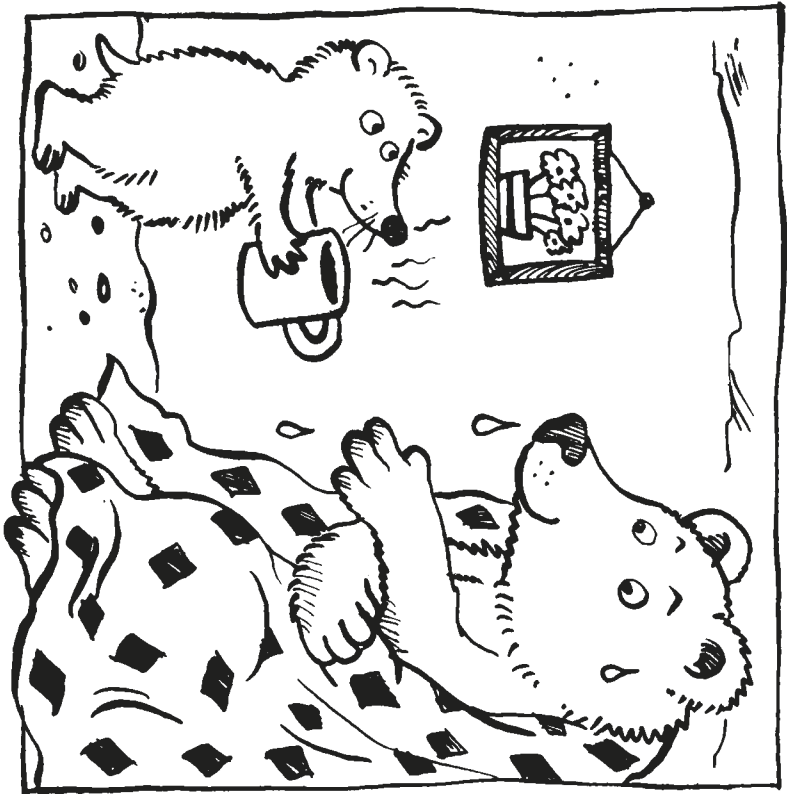


Name \_\_\_\_\_

When we read, sometimes we have to “fill in the blanks.”  
This is called **drawing conclusions**.

As you read “June’s Flute,” fill in the Conclusion Chart.





Cub did fit in.

“You are huge but cute,”  
said Mole.

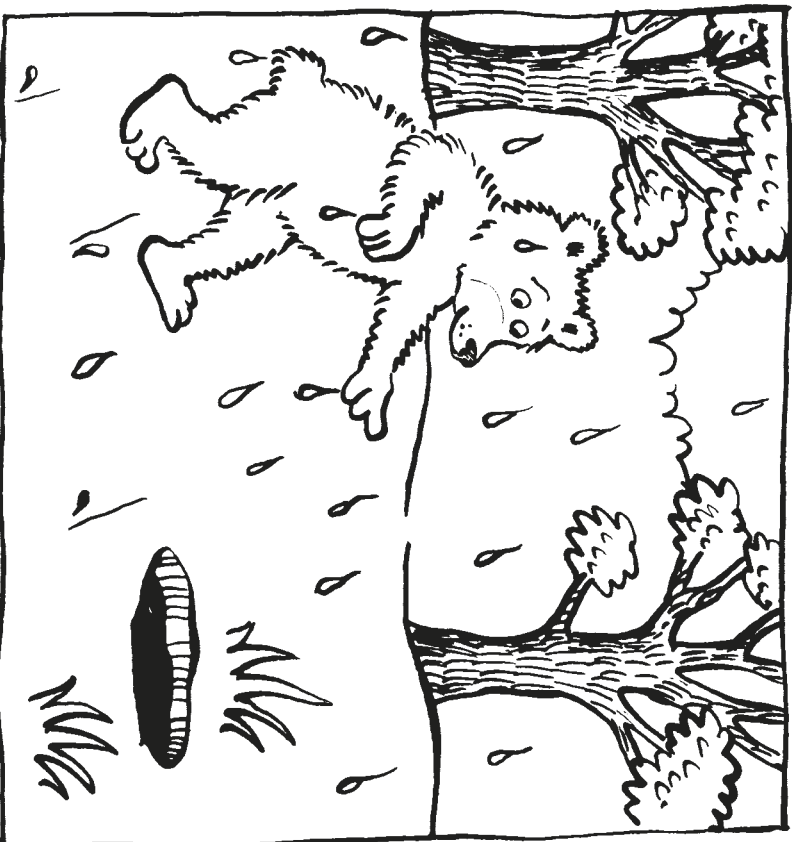
Cub and Mole had fun.

**High-Frequency Words:**  
Circle the word he in the  
story.

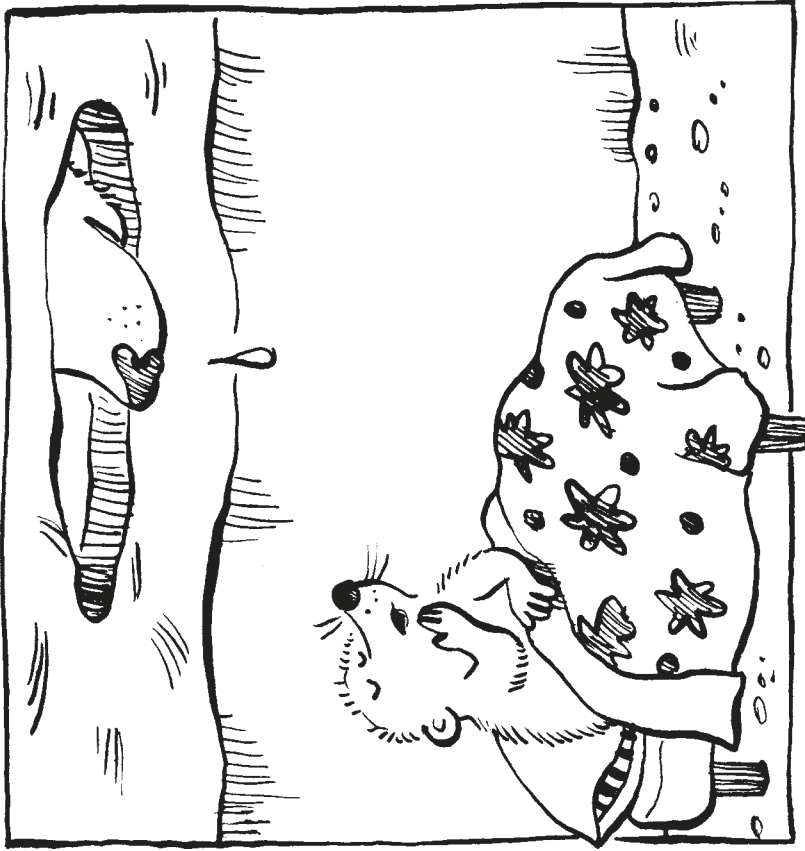


**At Home:** Ask your  
child to read the  
book aloud to you.

# Cub and Mole



Cub was wet, wet, wet.  
He went to Mole's home.

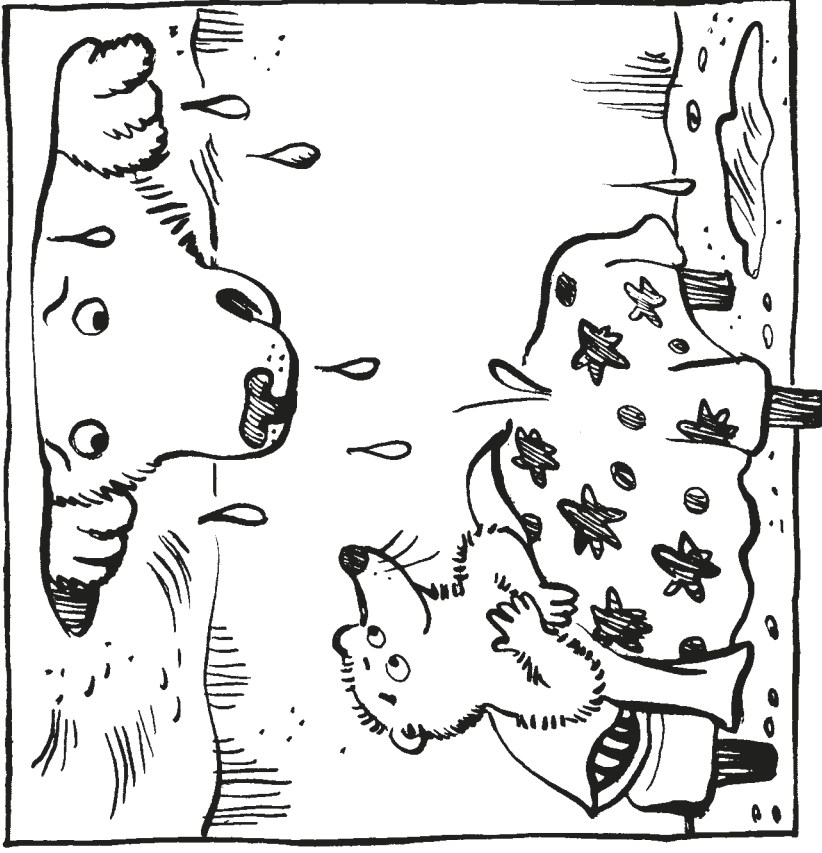


Cub poked his nose in.  
Mole woke up.

---

**Phonics:** Draw a line under the long o and long u words in the story.

2



“Mole, can I come in?”  
Cub asked.  
“If you can fit,” said Mole.

---






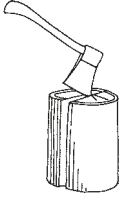
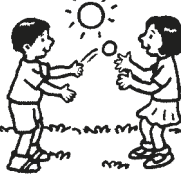


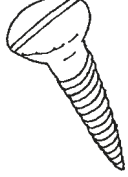
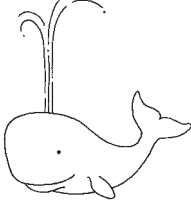

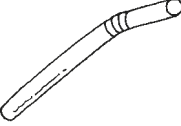
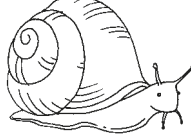

**Comprehension:** How did Cub get so wet?

3



Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |  |   |  |
| 4.  |  |  | 5   |

Name \_\_\_\_\_


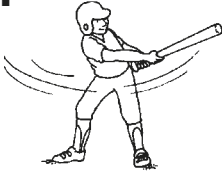






spr

str

scr

spl

Write the missing letters to finish the picture name.

|  |  |
|--|--|
| <p>1.</p>  <p>spl _____ ash</p> | <p>2.</p>  <p>_____ ick</p>   |
| <p>3.</p>  <p>_____ atch</p>   | <p>4.</p>  <p>_____ ub</p>   |
| <p>5.</p>  <p>_____ ing</p>   | <p>6.</p>  <p>_____ it</p>  |
| <p>7.</p>  <p>_____ ipe</p>   | <p>8.</p>  <p>_____ ing</p> |

Name \_\_\_\_\_

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

\_\_\_\_\_

1. Lots \_\_\_\_\_ cats have stripes.  
of our

\_\_\_\_\_

2. May I have a glass of \_\_\_\_\_ ?  
water said

\_\_\_\_\_

3. Ann \_\_\_\_\_ on her socks.  
now put

\_\_\_\_\_

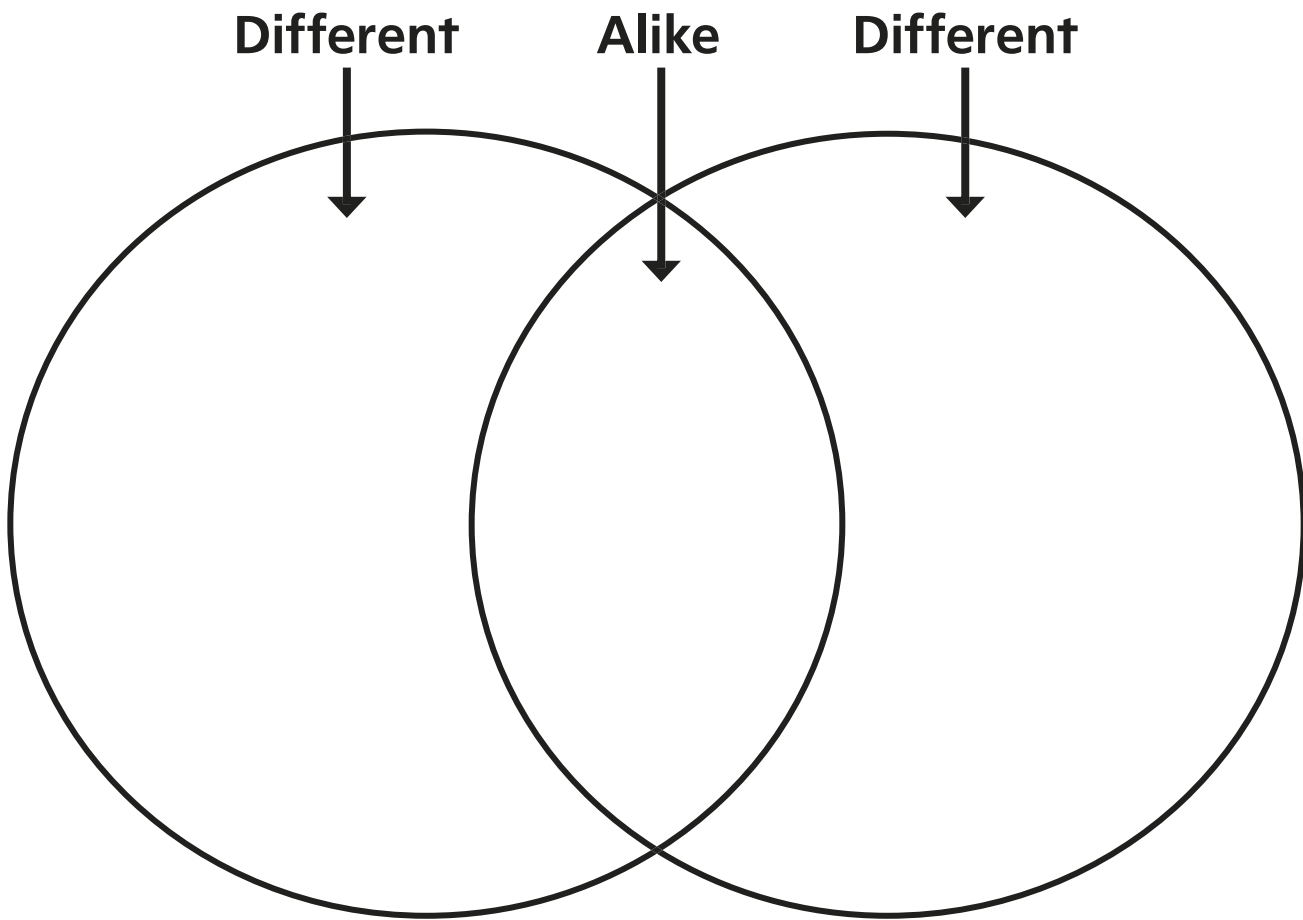
4. I am \_\_\_\_\_ with this.  
where done

Name \_\_\_\_\_

When we look at how two or more things are the same,  
we **compare** them.

When we look at how they are different, we **contrast** them.

**As you read “Let’s Help!,” fill in the Compare and Contrast Chart.**





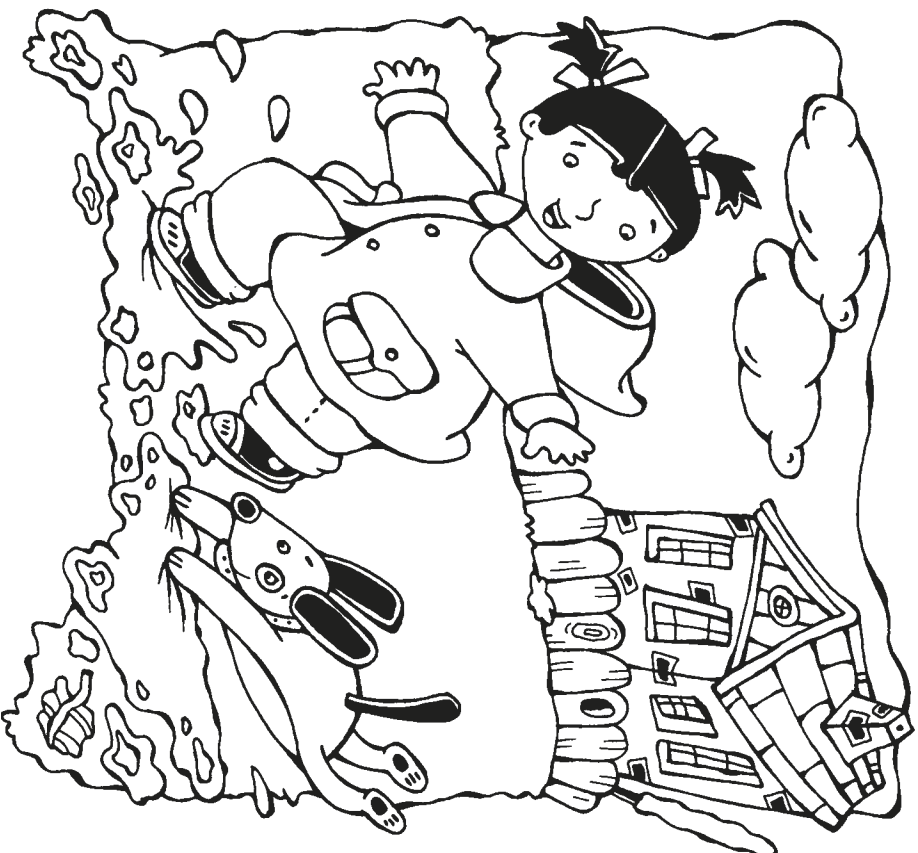
I put Scruff in the tub.

**High-Frequency Words:**  
Circle the word put in  
the story.

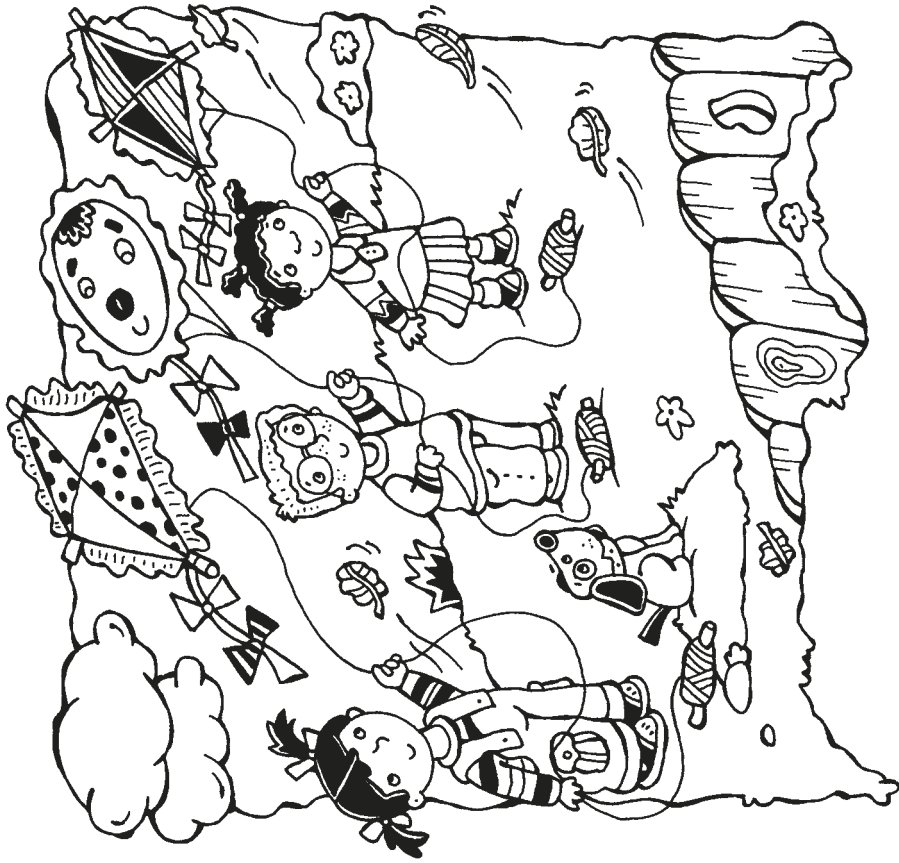


**At Home:** Ask your  
child to read the  
book aloud to you.

# It Is Spring!



It is spring!  
We jump and splash.



It is spring!  
Kites on long strings go  
up, up, up.

---

**Phonics:** Draw a line under words in the story with **spr**, **str**, or **spl**.

2



It is spring!  
Flags with stripes wave.


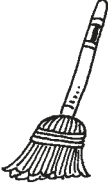

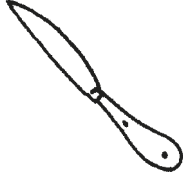

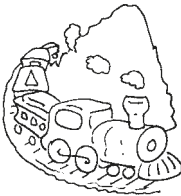


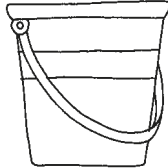
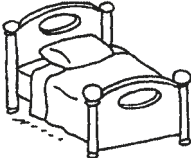



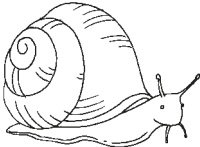

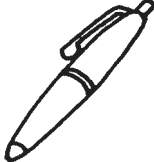


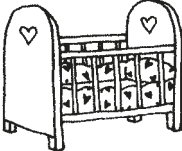

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**Comprehension:** How are the flags the same? How are they different?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same long a sound as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |  |  |   |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_



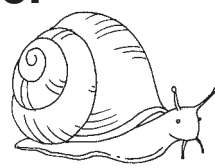
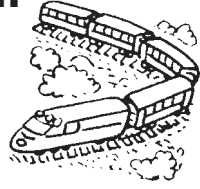




rain



play

Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long a sound.

|   |   |   |
|---|---|---|
| <p>1.  <u>rain</u><br/>ran<br/>wait</p> <p>_____</p> <p><u>rain</u></p>    | <p>2.  way<br/>clam<br/>clay</p> <p>_____</p> <p>_____</p> <p>_____</p>    | <p>3.  sail<br/>snail<br/>snake</p> <p>_____</p> <p>_____</p> <p>_____</p>    |
| <p>4.  trap<br/>train<br/>day</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  snail<br/>top<br/>sail</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  braid<br/>bring<br/>brain</p> <p>_____</p> <p>_____</p> <p>_____</p> |



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

walk

into

some

soon

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. I see \_\_\_\_\_ roses.



\_\_\_\_\_

\_\_\_\_\_

2. She put the dishes \_\_\_\_\_ a box.

\_\_\_\_\_

\_\_\_\_\_

3. We will be home \_\_\_\_\_ .

\_\_\_\_\_

\_\_\_\_\_

4. The dogs \_\_\_\_\_ with us.

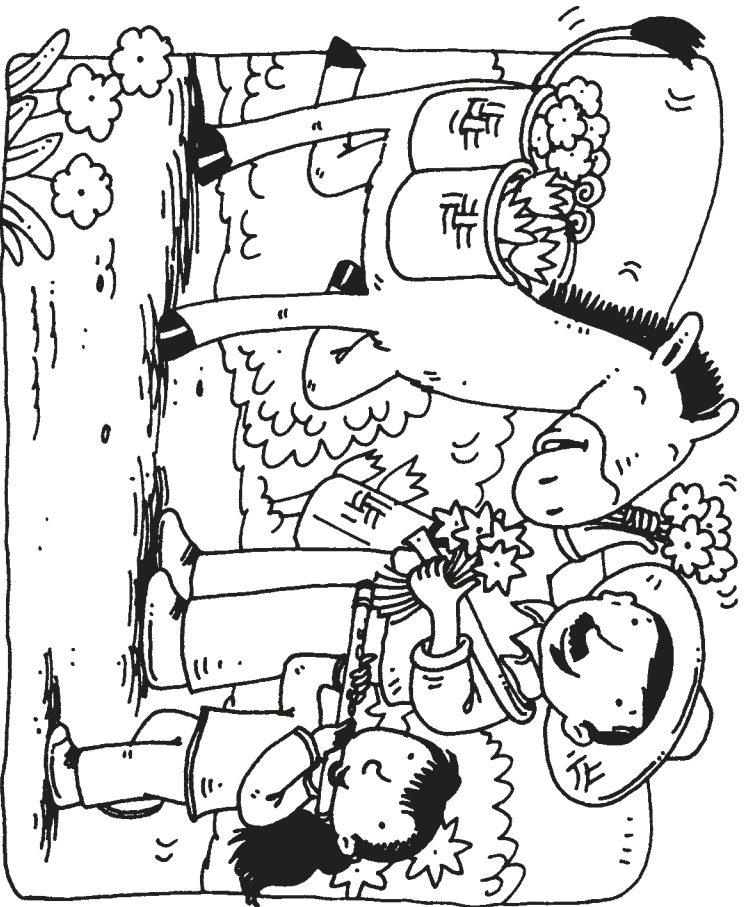


Name \_\_\_\_\_

Readers **make predictions**, or guesses, about what might happen in a story. Good readers check their predictions as they read to see if they are correct.

**As you read “It Is Raining,” fill in the Predictions Chart.**

| What I Predict | What Happens |
|----------------|--------------|
|                |              |
|                |              |



Soon Gray is well.  
He kicks and jumps.  
Gray likes it when Kay plays.

**High-Frequency Words:**  
Circle the words walk and



**At Home:** Ask your  
child to read the  
book aloud to you.

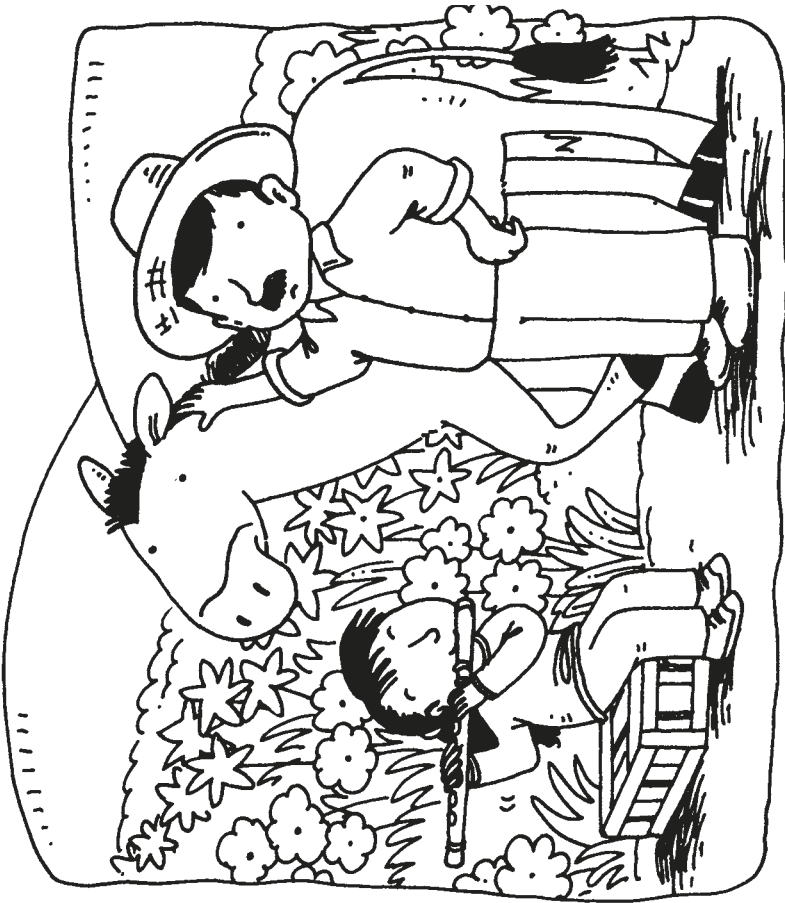
soon in the story.

4

# Kay's Mule



Kay has a gray mule.  
The mule's name is Gray.  
Today Gray will not walk.  
"I think Gray is in pain,"  
said Kay.

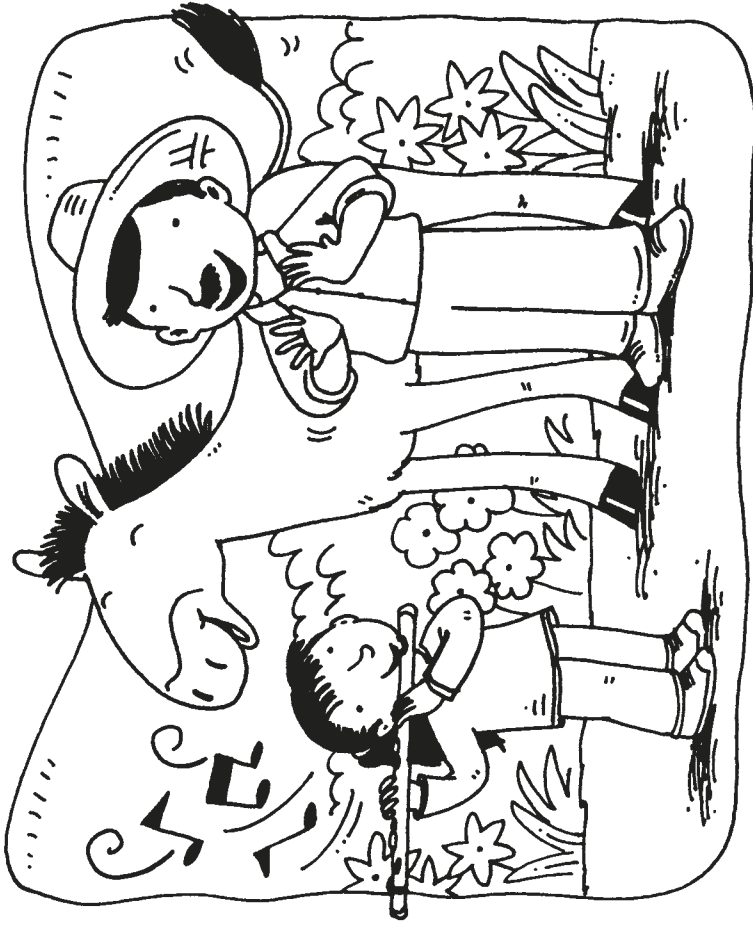


Kay and Dad wait.  
They let Gray rest.  
“I can play for him,”  
said Kay.

---

**Phonics:** Draw a line under the long a  
spelled **ay** or **ai** words.

2



Gray likes Kay's tunes.  
Dad claps. Gray taps.  
“Look at Gray!” said Kay.






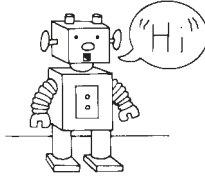


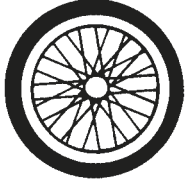

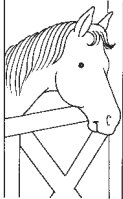


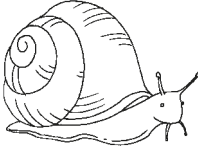

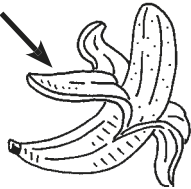
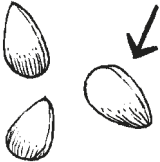



---

**Comprehension:** What did you predict  
would happen when Kay played?

3


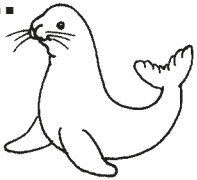
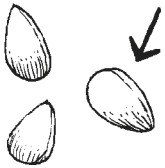
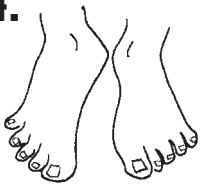


Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same long e sound as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |     |    |
| 2.    |    |    |    |
| 3.  |  |   |  |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_

Look at each picture. Use the letter tiles to write each picture name.

|   |  |
|---|--|
| <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">l</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">f</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">s</div>   | <p>1. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">l</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">a</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> </div> |
|   | <p>2. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">a</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> </div>   |
| <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">f</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">s</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">t</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">d</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">m</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;">r</div> | <p>3. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> </div>  |
|   | <p>4. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> </div>   |
|   | <p>5. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> </div>   |
|   | <p>6. </p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">e</div> </div>   |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

give

across

says

again

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. Did you \_\_\_\_\_ the dog a bone?



2. Matt lives \_\_\_\_\_ the street.

3. Fox \_\_\_\_\_ he wants to eat.

4. Pete will take the test \_\_\_\_\_.

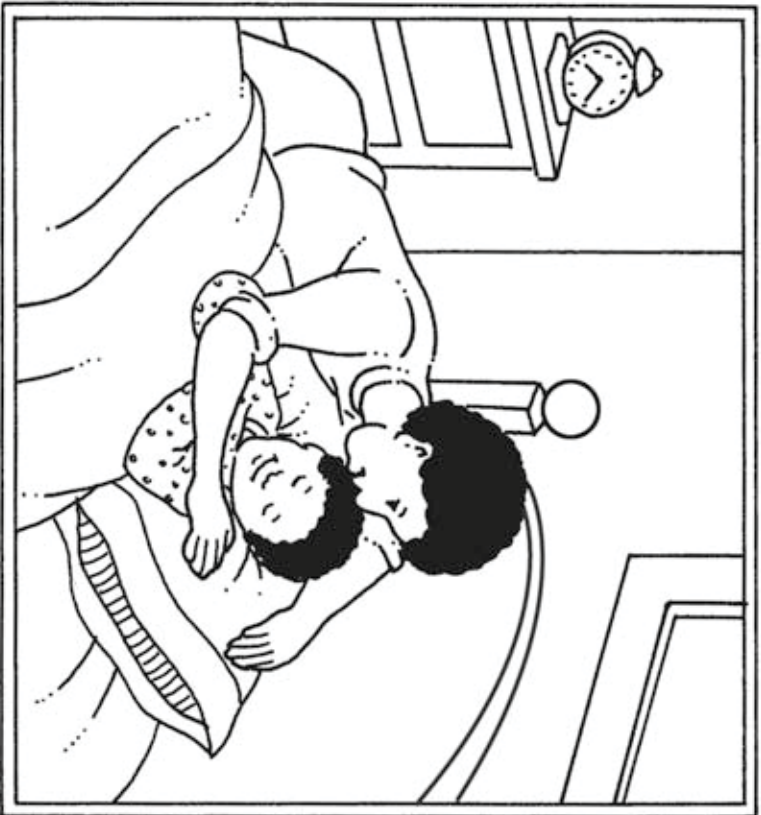
Name \_\_\_\_\_

The **characters** are the people or animals in the story.  
The **setting** is where the story takes place.

As you read “Up a Tree,” fill in the Character and Setting Chart.

| Setting | What the Characters Do There |
|---------|------------------------------|
|         |                              |





Pete hugs Mom.  
Mom kisses Pete.  
“A kiss is what I need,” says  
Pete. “Now I will sleep.”

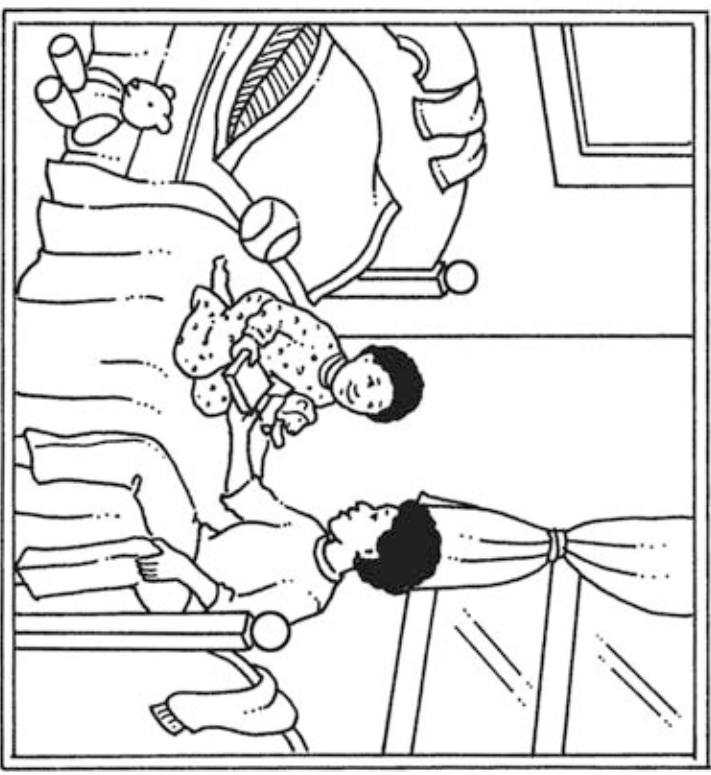
**High-Frequency Words:**  
Circle the words says and  
give in the story.



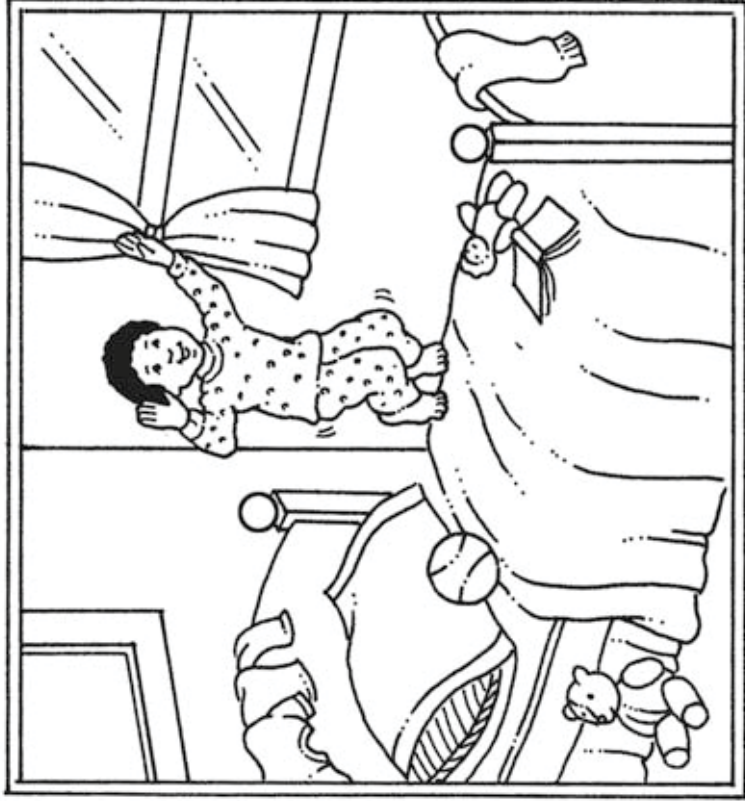
**At Home:** Ask your  
child to read the  
book aloud to you.

4

# Sweet Dreams, Pete!



Pete will not sleep.  
“Read to me,” says Pete.  
“Fine,” says his mom.  
“But then you must sleep.”



Pete will not sleep.  
“Give me a snack,” says Pete.  
“Fine,” says Pete’s mom.  
“Then you must sleep.”

---

**Phonics:** Underline the words in the story that have **long e** spelled **e**, **ea**, and **ee**.



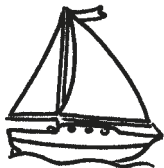
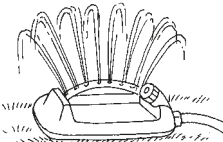

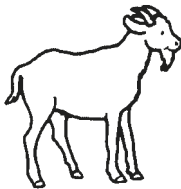



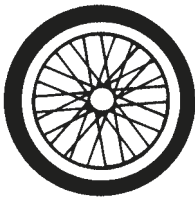
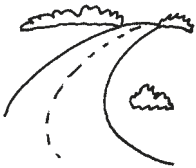
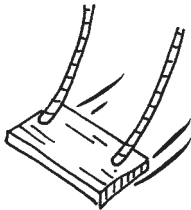
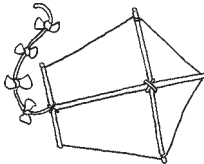


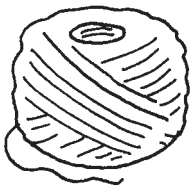


Pete will not sleep.  
“I need something to take  
with me,” says Pete.  
“What will it be?” asks  
Pete’s mom.

---

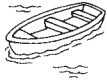
**Comprehension:** How would you describe Pete?

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same long o sound as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |   |  |  |
| 4.  |  |  |  |

Name \_\_\_\_\_



boat









go



bowl

Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long o sound.

|  |  |  |
|--|--|--|
| <p>1.  coat<br/>close<br/>cot</p> <p>_____</p> <p>coat</p> <p>_____</p>  | <p>2.  bow<br/>flow<br/>blow</p> <p>_____</p> <p>_____</p> <p>_____</p>   | <p>3.  swing<br/>stop<br/>soap</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>4.  roll<br/>row<br/>skip</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  grab<br/>goat<br/>got</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  fold<br/>fix<br/>flat</p> <p>_____</p> <p>_____</p> <p>_____</p>  |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

about

people

move

by

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

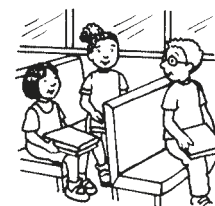
**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

1. Some \_\_\_\_\_ like to sing.

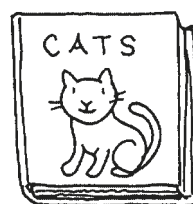
\_\_\_\_\_

2. She sits \_\_\_\_\_ me on the bus.



\_\_\_\_\_

3. This is \_\_\_\_\_ cats.



\_\_\_\_\_

4. I can \_\_\_\_\_ the big box.

Name \_\_\_\_\_

**Retelling** a story helps you remember the most important parts. You can then share the story with others.

As you read “Let’s Go!,” fill in the Retelling Chart.

**Let’s Go!****Beginning**

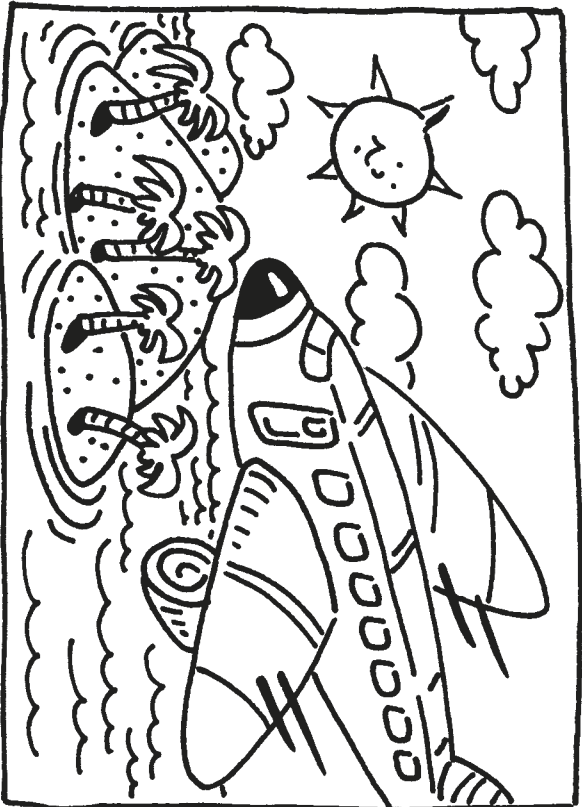
|    |   |    |
|----|---|----|
| 1. | → | 2. |
|----|---|----|

**Middle**

|    |   |    |
|----|---|----|
| 3. | → | 4. |
|----|---|----|

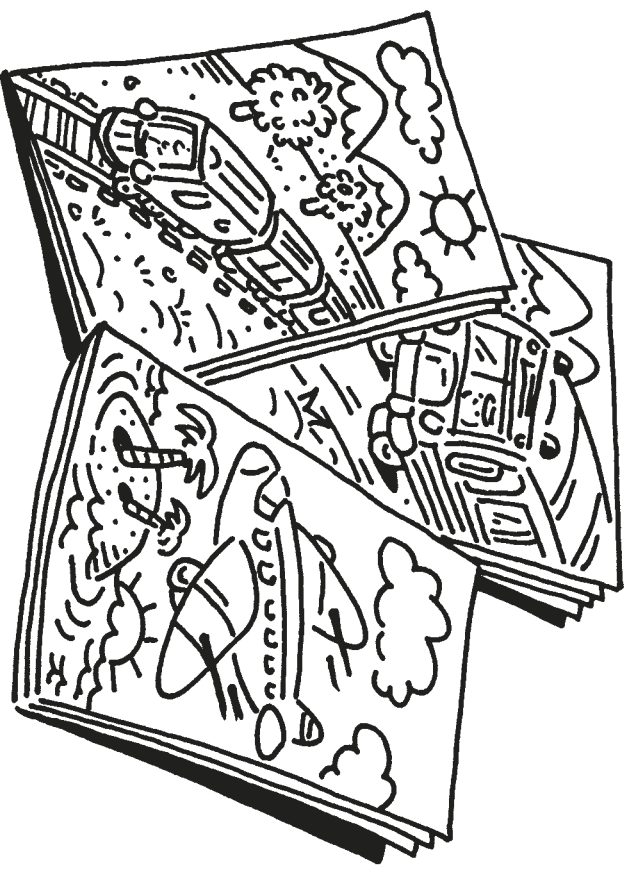
**Ending**

|    |   |    |
|----|---|----|
| 5. | → | 6. |
|----|---|----|



A plane is not slow.  
A plane is a fast way to go.  
Which ways do you go?

# Go, Go, Go!



Go, go, go!  
People go in so many ways.





We can go by bus.

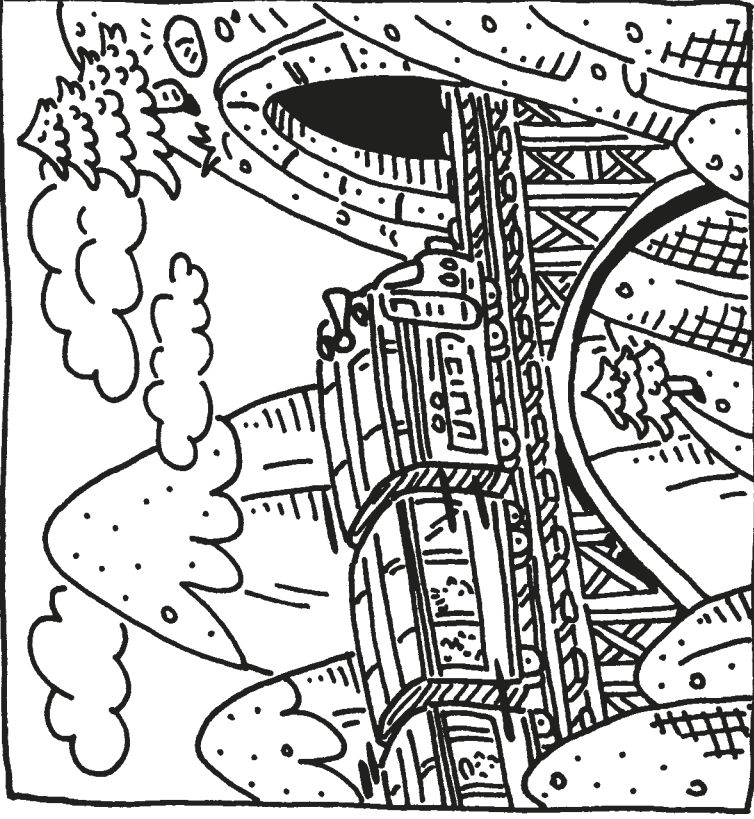
A bus drives on a road.

It can be a slow way to go.

---

**Phonics:** Draw a line under words that have long o spelled oa, ow, or o.

2



A train is a fast way to go.

A train rides on a track.

It can take a big load.

---

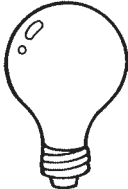
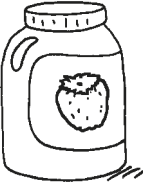





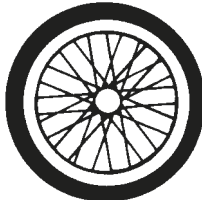








**Comprehension:** What ways to go have you read about so far?

3



Name \_\_\_\_\_

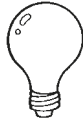
Say the name of each picture. Circle the picture whose name has the same long i sound as the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>  |   |   |  |
| <p>4.</p>  |  |  |  |

Name \_\_\_\_\_



wind



light



fry

Look at each picture. Write the picture name on the line. Circle the letters that make the long i sound in each word.

night

cry

fly

wind

bright

sky

1.



bright

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

every

should

never

out

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

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

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

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

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

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

\_\_\_\_\_ bee lives in a hive.



2. I \_\_\_\_\_ cross that street.

3. Did you let the cat \_\_\_\_\_ ?

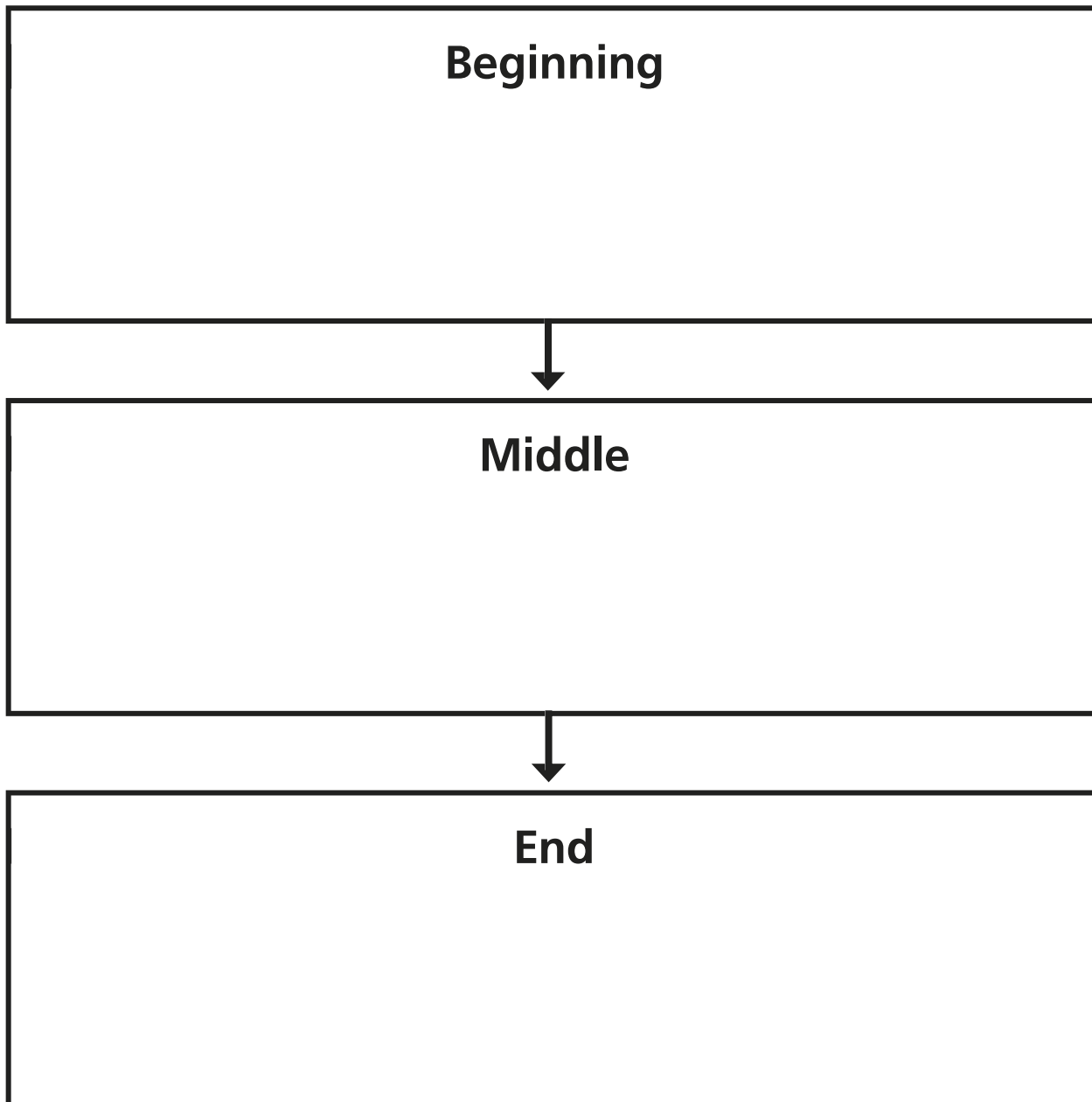
4. People \_\_\_\_\_ keep fit.

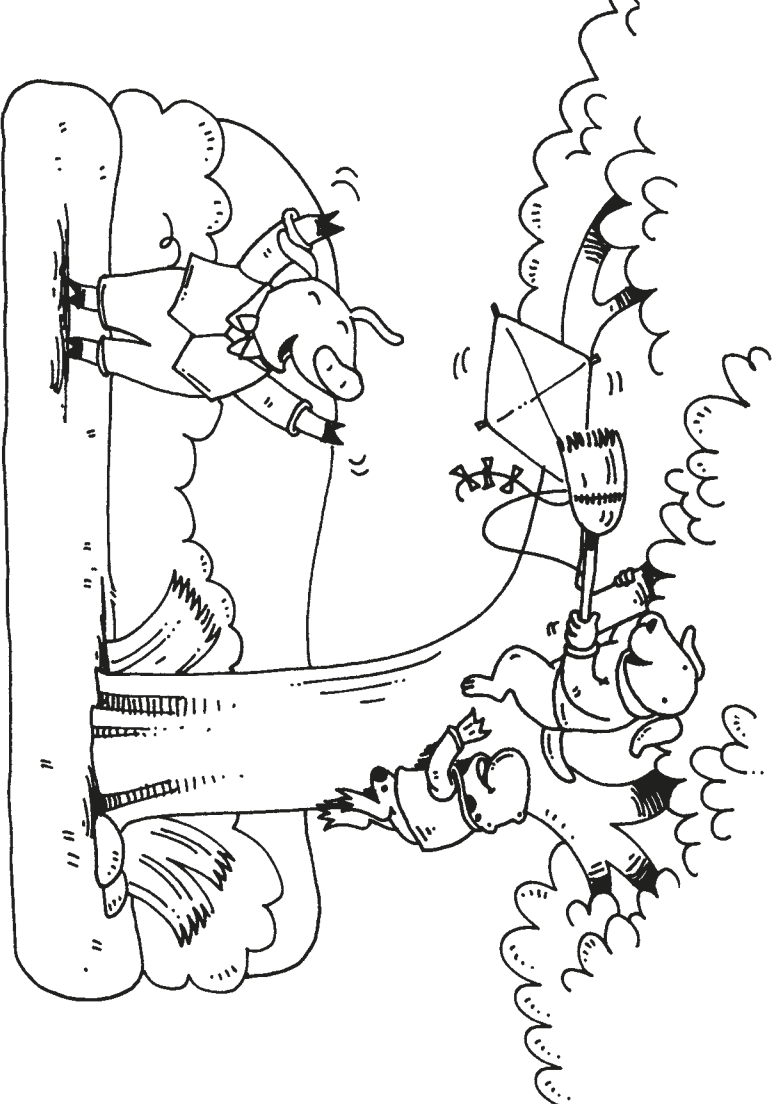


Name \_\_\_\_\_

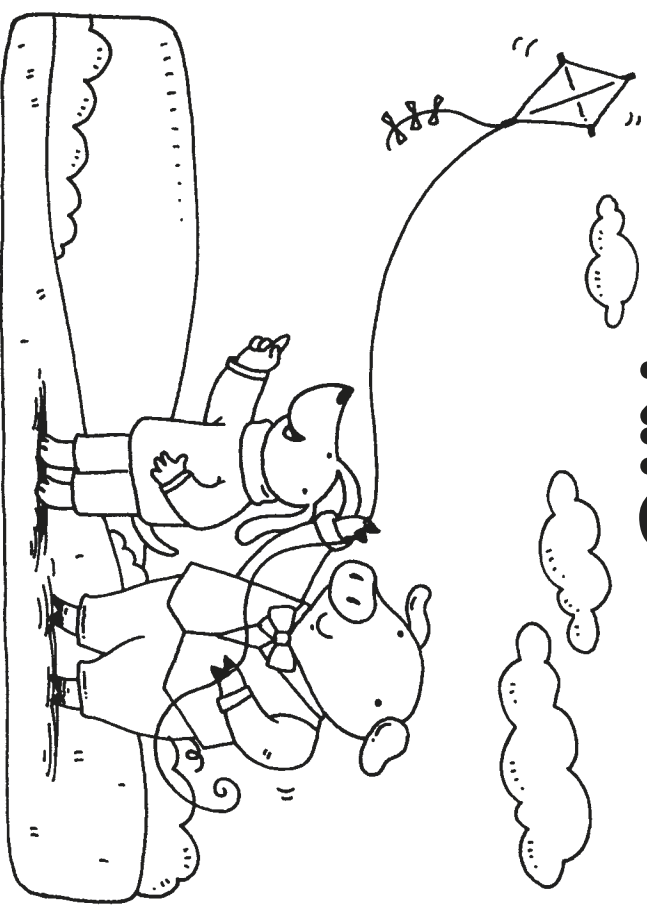
Stories have a **beginning**, a **middle**, and an **end**.

As you read “The Light,” fill in the Plot Chart.





# Pig Can Fly a Kite



Frog gave the broom to Dog.  
Then Dog got Pig's kite.

"Thanks so much," said Pig.

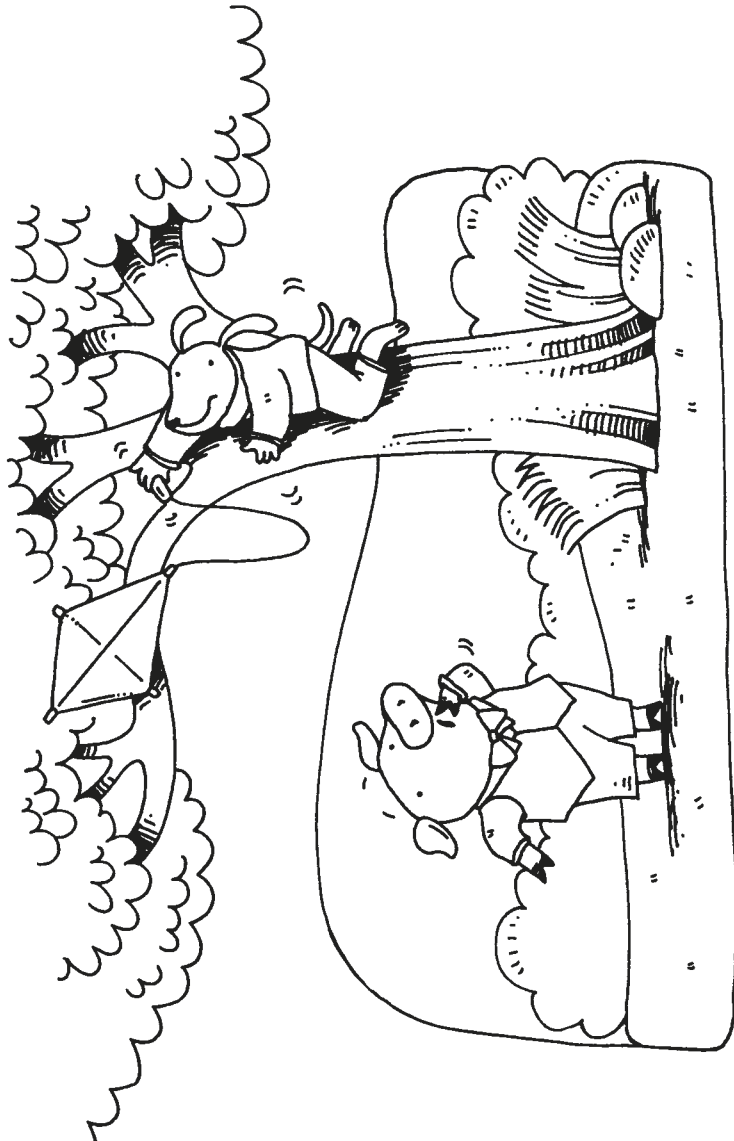
"I have such kind pals!"

**High-Frequency Words:**  
Circle the words out and



**At Home:** Ask your  
child to read the  
book aloud to you.

never in the story.

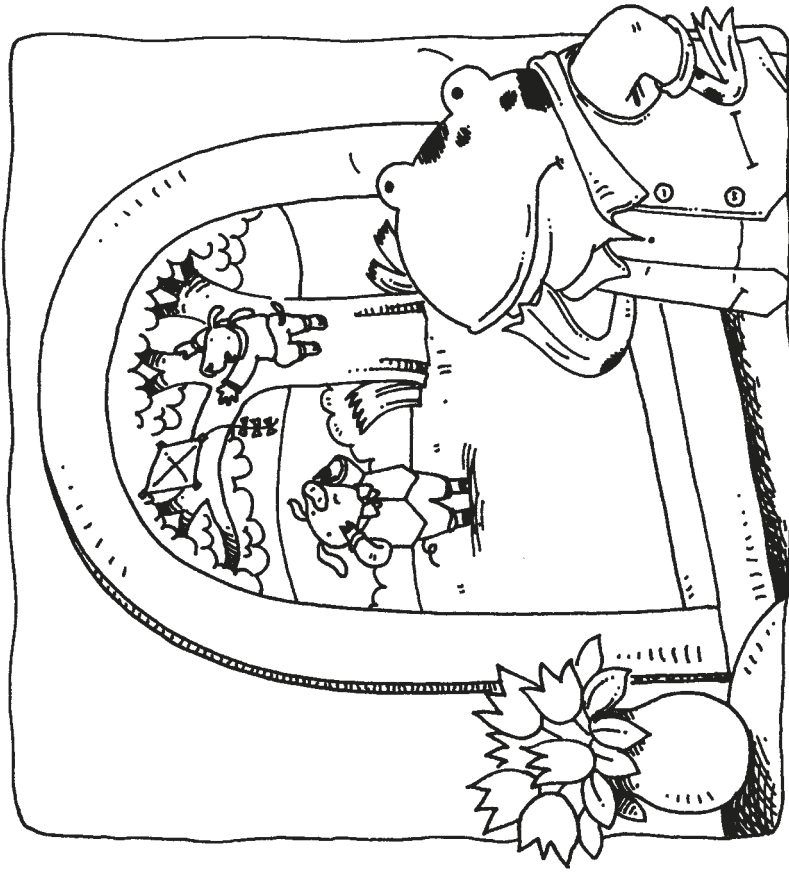


Then Pig's kite got stuck.  
It was high up in a tree.  
Dog went up to get it.  
"Don't slip, Dog!" Pig yelled.

---

**Phonics:** Draw a line under the words that have long **i** spelled **igh** or **y**.

2



Frog looked out.  
"Pig's kite is so high up," he  
said. "Dog will never reach it."  
So Frog got a broom.





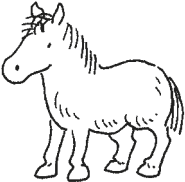
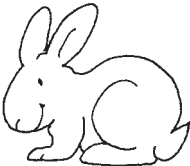




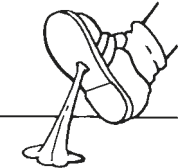



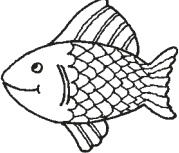

---

**Comprehension:** What is Pig's problem?  
Who helps him solve the problem?

3

Name \_\_\_\_\_

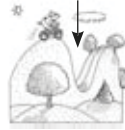
Say the name of each picture. Circle the picture whose name ends with the same long e sound as the first picture.

|   |  |
|---|--|
| <p>1.</p>    |          |
| <p>2.</p>    |          |
| <p>3.</p>  |    |
| <p>4.</p>  |    |

Name \_\_\_\_\_



puppy



valley

Look at each picture. Write the picture name on the line. Circle the letters that make the long e sound.

baby

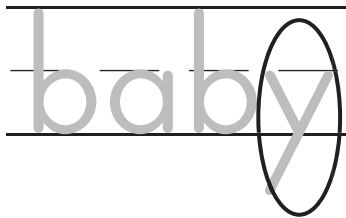
pony

bunny

key

penny

1.



2.

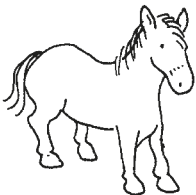


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

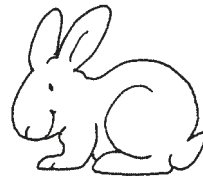


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

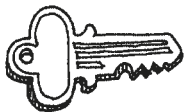


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



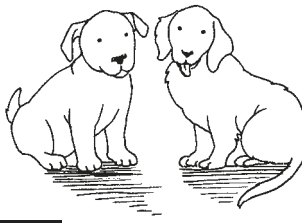
Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

saw                      pull                      two                      other

- |                            |                            |
|----------------------------|----------------------------|
| 1. _____<br>-----<br>_____ | 2. _____<br>-----<br>_____ |
| 3. _____<br>-----<br>_____ | 4. _____<br>-----<br>_____ |

**B. Use a word from the box to finish each sentence.**

1. I have \_\_\_\_\_ dogs. 

2. Did you take my \_\_\_\_\_ sock?

3. The dog can \_\_\_\_\_ Fred.



4. I \_\_\_\_\_ you jump up.

Name \_\_\_\_\_

**Retelling** a story helps you remember the most important parts. You can then share the story with others.

As you read “Lilly Cleans Up,” fill in the Retelling Chart.

## Lilly Cleans Up

### Beginning

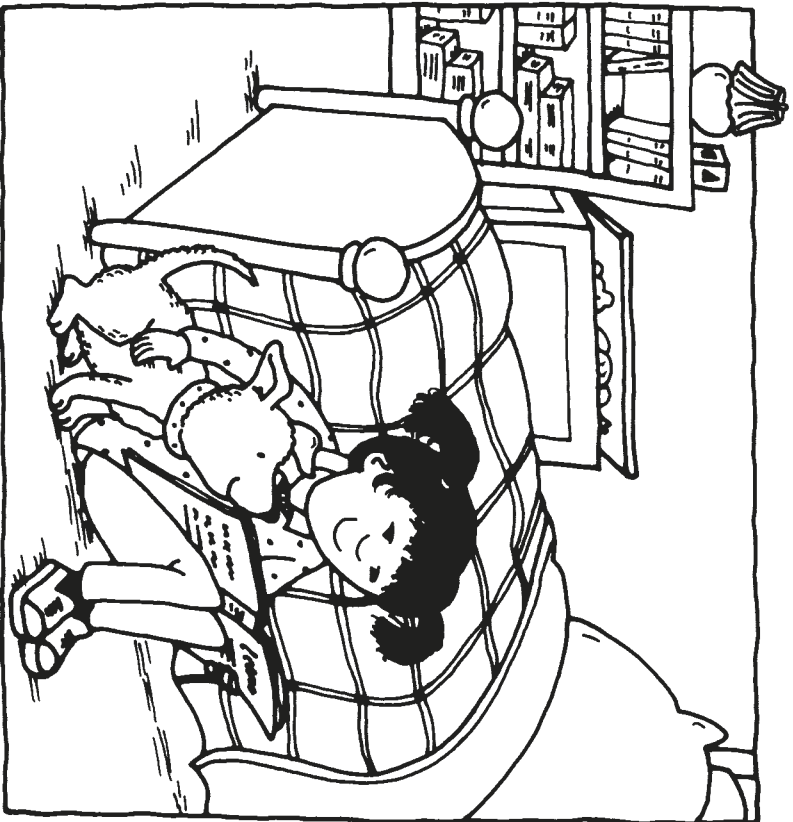
|    |   |    |
|----|---|----|
| 1. | → | 2. |
|----|---|----|

### Middle

|    |   |    |
|----|---|----|
| 3. | → | 4. |
|----|---|----|

### Ending

|    |   |    |
|----|---|----|
| 5. | → | 6. |
|----|---|----|



At last Milly was done  
cleaning.  
She was happy.

Milly and her puppy played!

**High-Frequency Words:**  
Circle the words two and  
other in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

# Milly's Happy Puppy



Milly had a happy puppy.  
He and Milly had fun  
together.

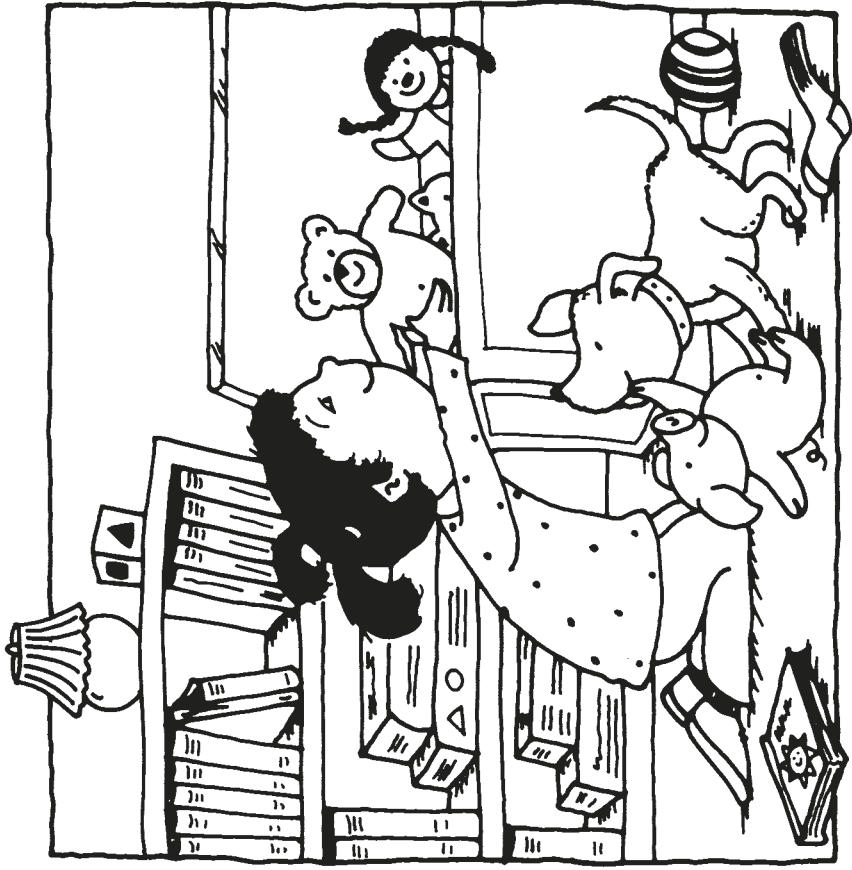


Mom said, "Milly, this is messy! Clean it up. Then you two can play."  
Milly was not happy.

---

**Phonics:** Draw a line under words that have long e spelled y.

2



But Milly's puppy helped clean.  
He picked some things up.  
Milly picked other things up.

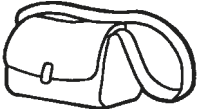
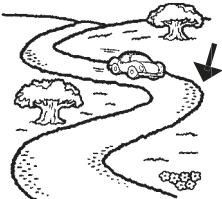
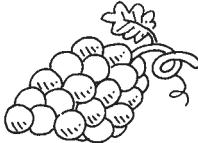
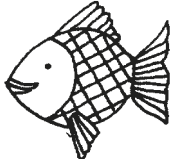
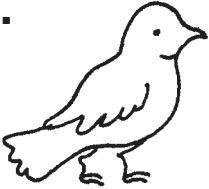

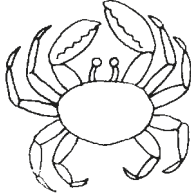



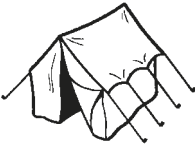
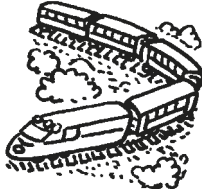

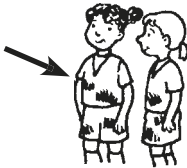


---

**Comprehension:** What do Milly and the puppy do in the middle of the story?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same middle sound as the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>   |  |  |  |
| <p>4.</p>  |  |  |  |

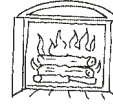
Name \_\_\_\_\_



bird


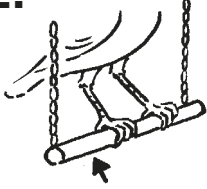



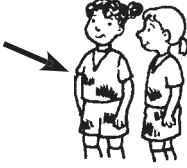
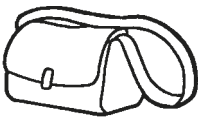



fern



burn

Look at each picture. Write the missing letters to finish the picture name.

|  |   |
|--|---|
| <p>1.  f<u>er</u>n</p>    | <p>2.  p<u>er</u>ch</p>  |
| <p>3.  st<u>ir</u></p>   | <p>4.  sk<u>irt</u></p> |
| <p>5.  g<u>irl</u></p>  | <p>6.  d<u>ist</u></p> |
| <p>7.  p<u>urse</u></p> | <p>8.  h<u>and</u></p> |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

does

also

another

from

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

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

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

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

**B. Use a word from the box to finish each sentence.**

1. The nest hangs \_\_\_\_\_ a branch.

2. What \_\_\_\_\_ the bird use to make it?

3. The bird \_\_\_\_\_ uses sticks.

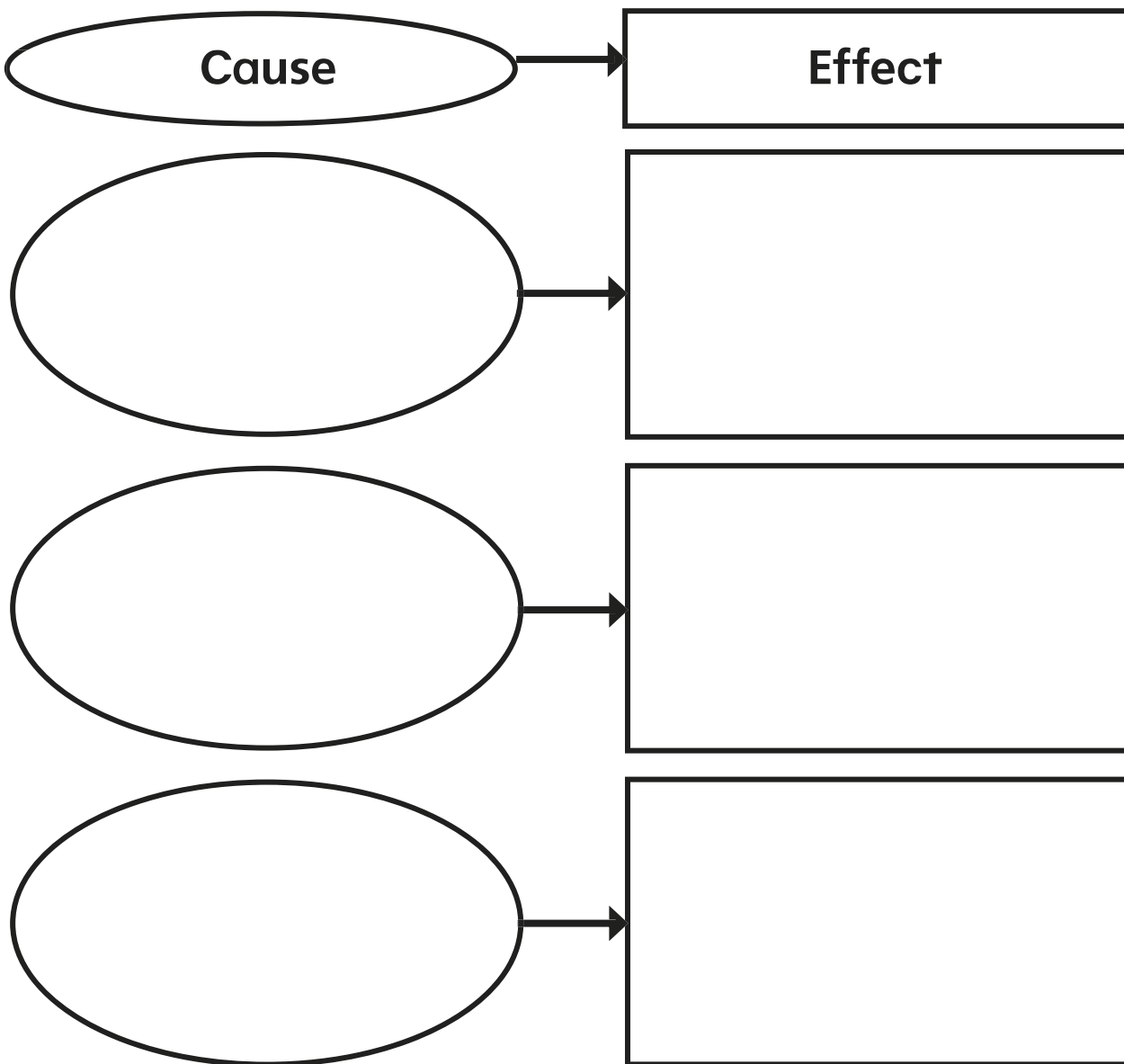
4. There is \_\_\_\_\_ nest in the tree.

Name \_\_\_\_\_

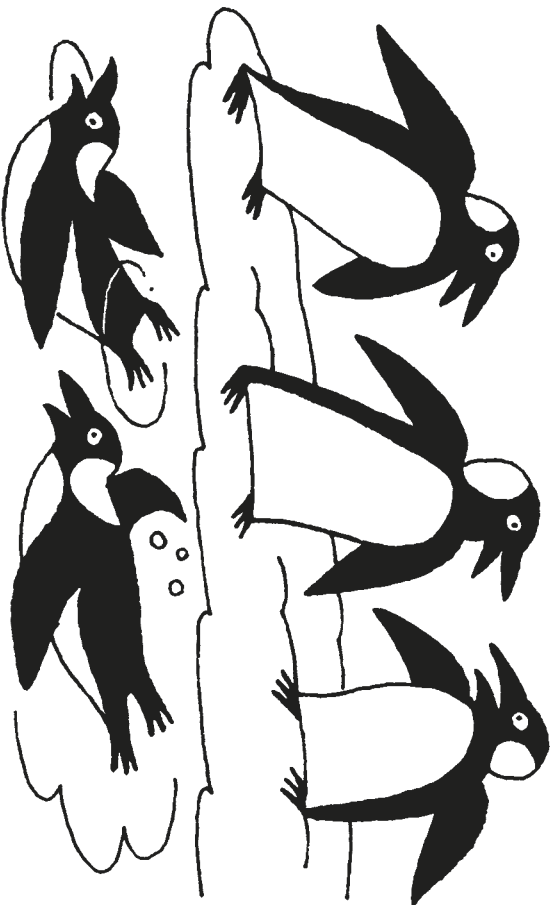
Comprehension:  
Cause/Effect

A **cause** is what makes something happen.  
An **effect** is what happens.

As you read “Birds’ Nests,” fill in the Cause and Effect Chart.







A penguin is a bird. But it does not fly. This bird has flippers and webbed feet that help it swim. It walks and slides on the ice, too.

**High-Frequency Words:**  
Circle the words from and does in the story.

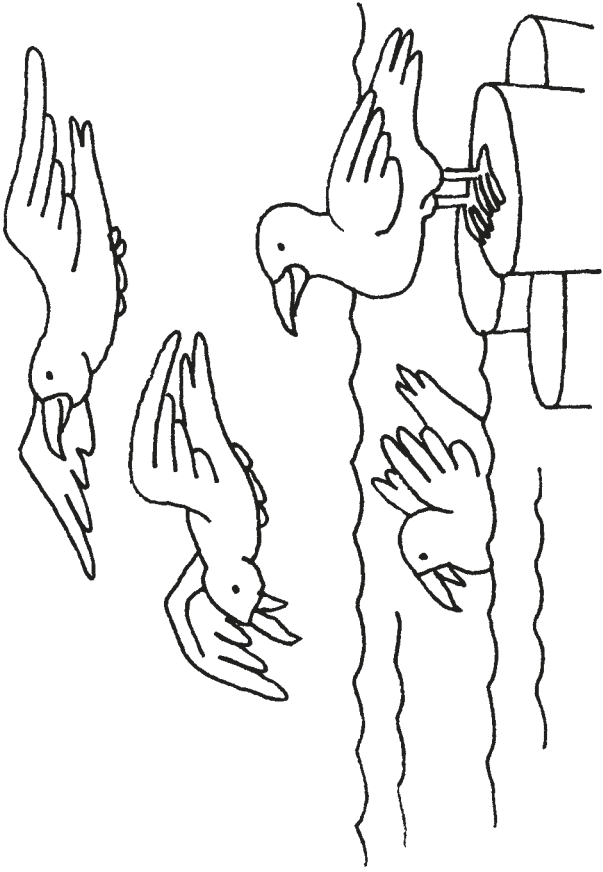


**At Home:** Ask your child to read the book aloud to you.

# Birds, Birds, Birds



Ducks live in rivers, lakes, and ponds. A duck's webbed feet help it swim. It dips its bill to eat plants and bugs.



Seagulls live by the sea.

In winter, this bird flies to get away from the cold. It goes to a warm spot. Then it flies back in summer.

---

**Phonics:** Underline the words in the story that have the same vowel sound you hear in her, stir, and fur.

2



An owl is a hunter. This bird likes to hunt at night. It sees well in dim light. It hears well, too.


---

**Comprehension:** What causes the seagull to fly far away in winter?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

|   |   |  |   |
|---|---|--|---|
| 1.<br>   |    |    |    |
| 2.<br>   |    |    |    |
| 3.<br> |   |  |  |
| 4.<br> |  |  |  |
| 5.<br> |  |  |  |

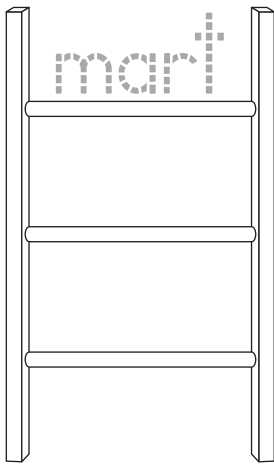
Name \_\_\_\_\_



car

Finish each word ladder. Change only one letter at a time.

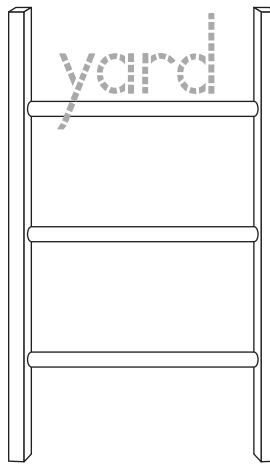
1. Go from **mart** to **bark**.



Hints:

Change  
t to k.

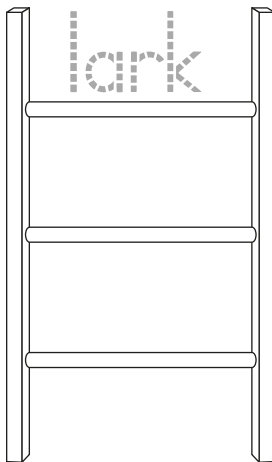
2. Go from **yard** to **barn**.



Hints:

Change  
d to n.

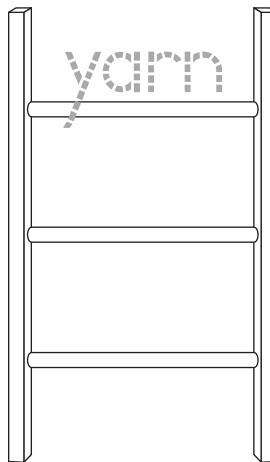
3. Go from **lark** to **part**.



Hint:

Change  
l to p.

4. Go from **yarn** to **hard**.



Hint:

Change  
n to d.

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

better

knew

were

any

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

\_\_\_\_\_

\_\_\_\_\_

1. We \_\_\_\_\_ the way to the park.

\_\_\_\_\_

\_\_\_\_\_

2. We \_\_\_\_\_ at the park.

\_\_\_\_\_

\_\_\_\_\_

3. Was it \_\_\_\_\_ than the farm?

\_\_\_\_\_

\_\_\_\_\_

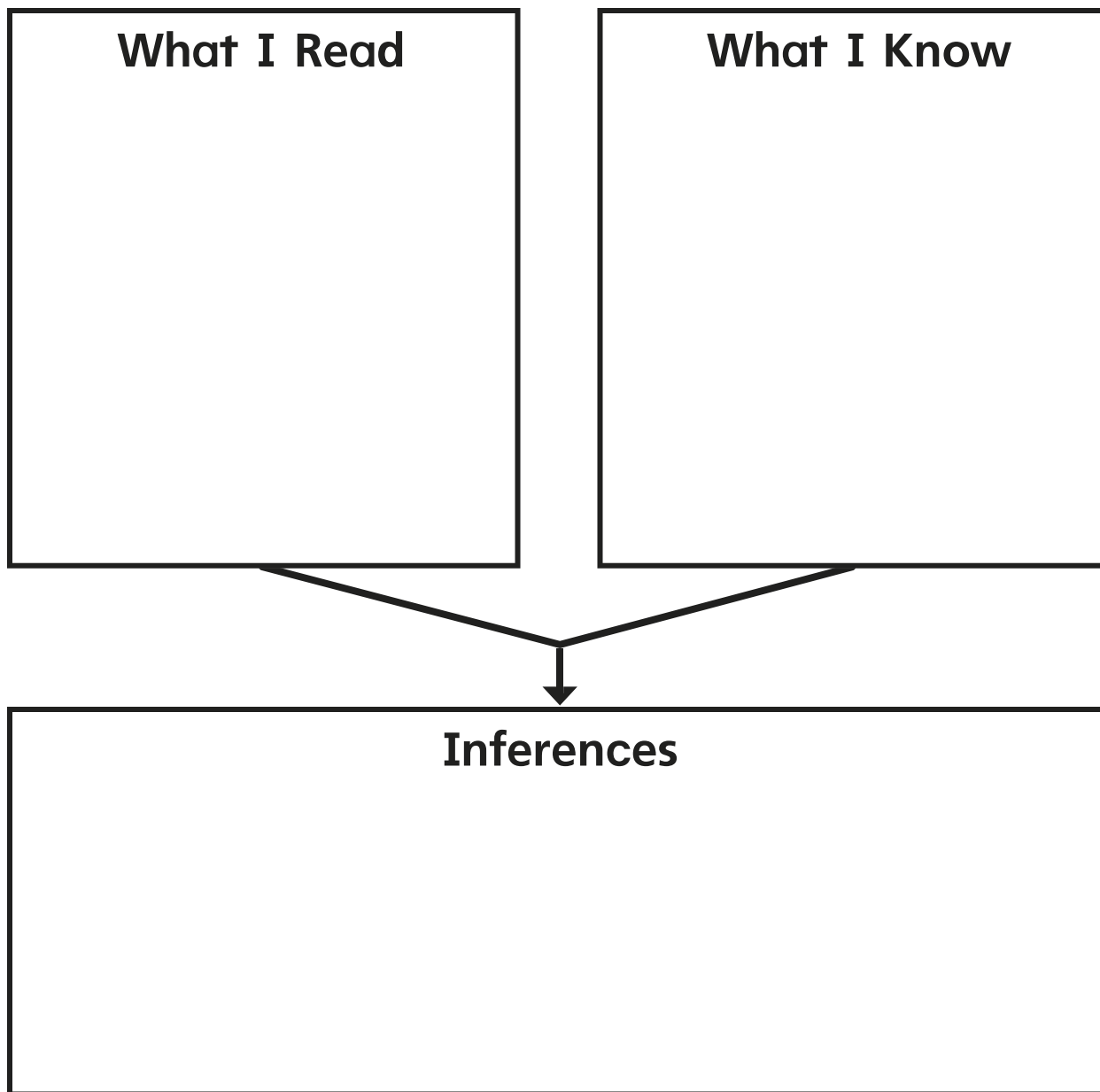
4. I can go to the farm \_\_\_\_\_ day I want.

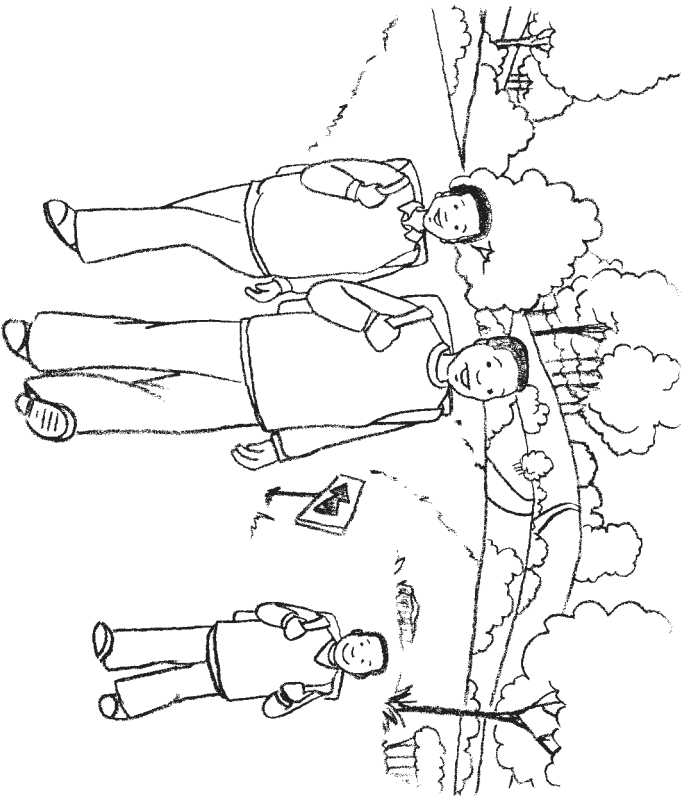


Name \_\_\_\_\_

Good readers use what they already know and what they learn from what they read to **make inferences**.

**As you read “At the Big Park,” fill in the Inference Chart.**





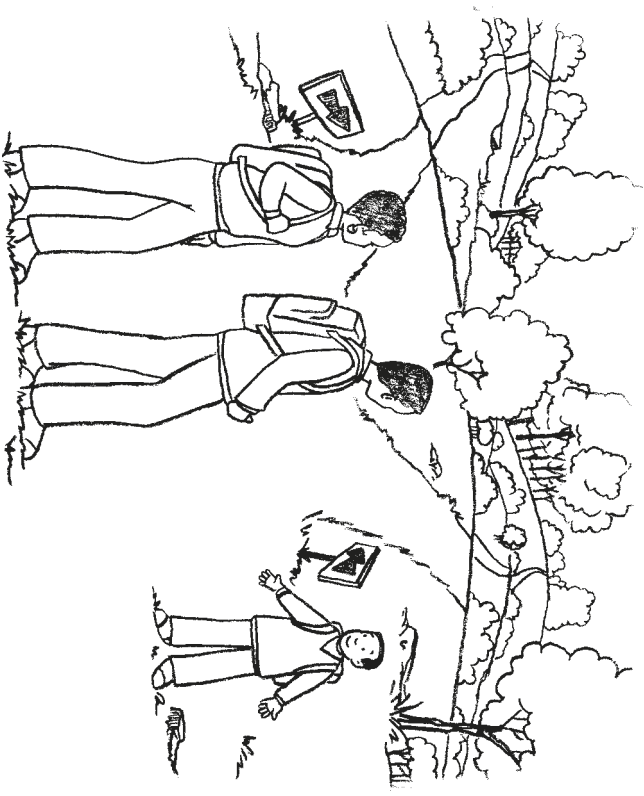
A while later, the hikers went back. They had hiked three miles. Mark felt tired, but happy!

**High-Frequency Words:**  
Circle the words were and better in the story.

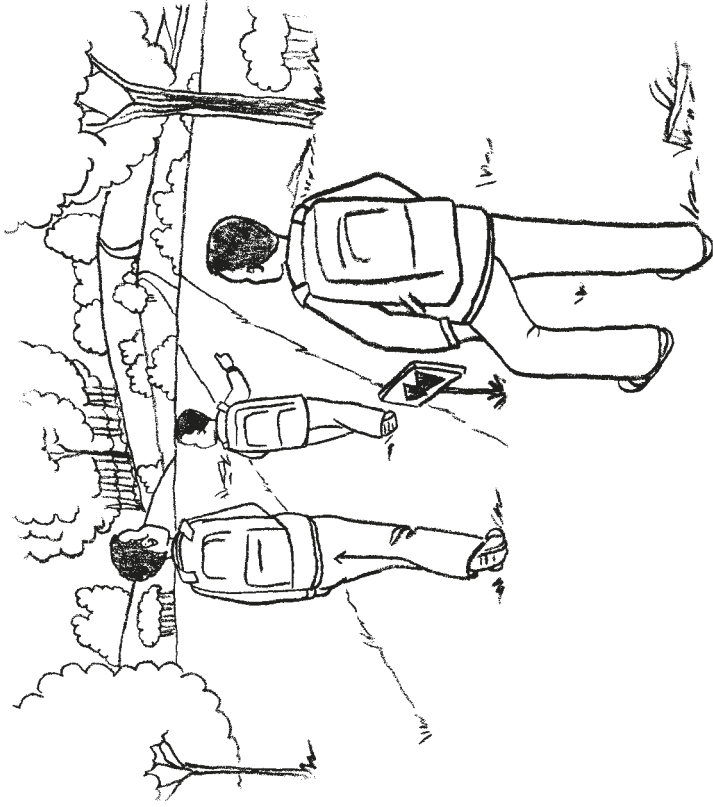


**At Home:** Ask your child to read the book aloud to you.

# A Hike in the Park



Mom and Dad and Mark were hiking in a park. “Let’s take that trail,” said Mom.



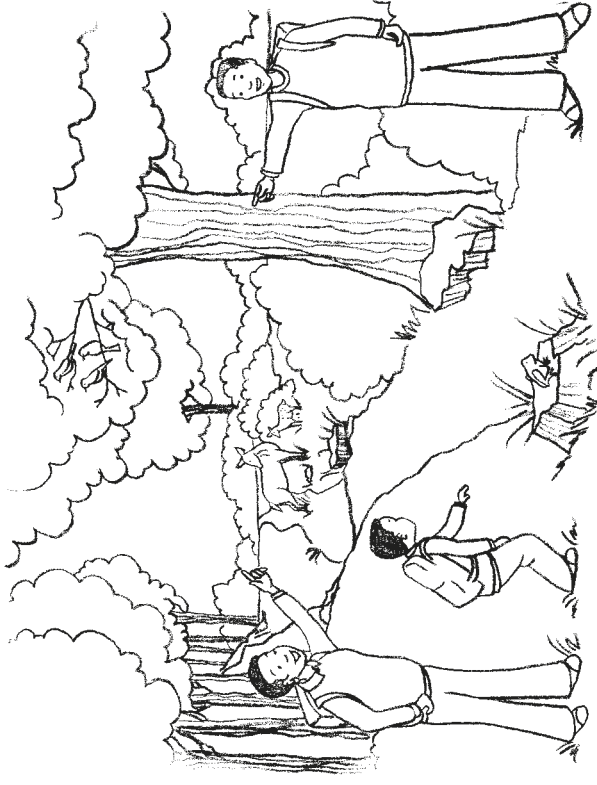
“This trail looks better!”  
said Mark.

The three hikers started up  
the trail. They went far.

---

**Phonics:** Underline the words in the story  
that have **ar** as in car.

2



“Look at that deer with its  
mom!” said Dad.  
“I see three larks in the tree!”  
said Mom.  
“I see a big frog!” said Mark.

---

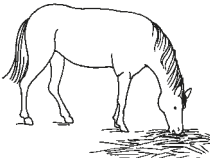

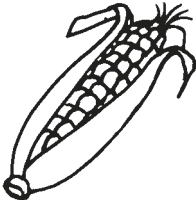
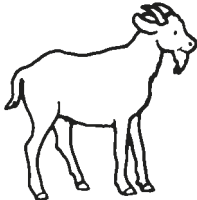

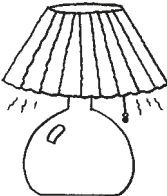
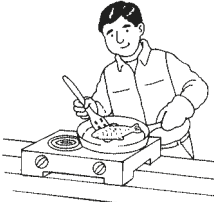
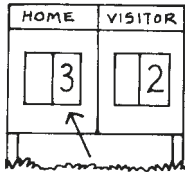

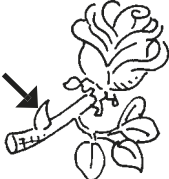
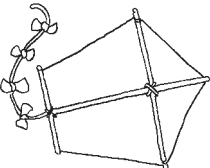

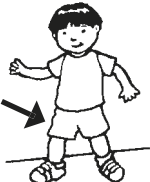

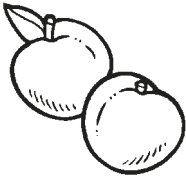
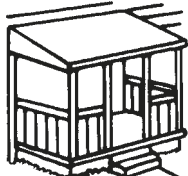
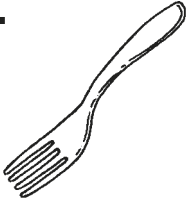



**Comprehension:** How does Mark’s family  
feel about their hike?

3



Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same vowel sounds as the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>  |   |  |  |
| <p>4.</p>  |  |  |  |
| <p>5.</p>  |  |  |  |

Name \_\_\_\_\_


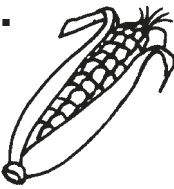


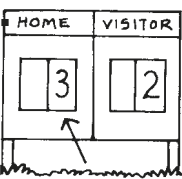


horn



shore

Look at each picture. Use the letter tiles to complete each picture name.

|   |    |   |   |   |  |   |
|---|----|---|---|---|--|---|
| o | 1. |    | h |   |  | n |
| r | 2. |   | c |   |  |   |
| k | 3. |  | f |   |  |   |
| n | 4. |  | s | t |  | k |
| e | 5. |  | s | c |  |   |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

great

because

warm

would

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. Sunday was \_\_\_\_\_ and sunny.

2. It was a \_\_\_\_\_ game!



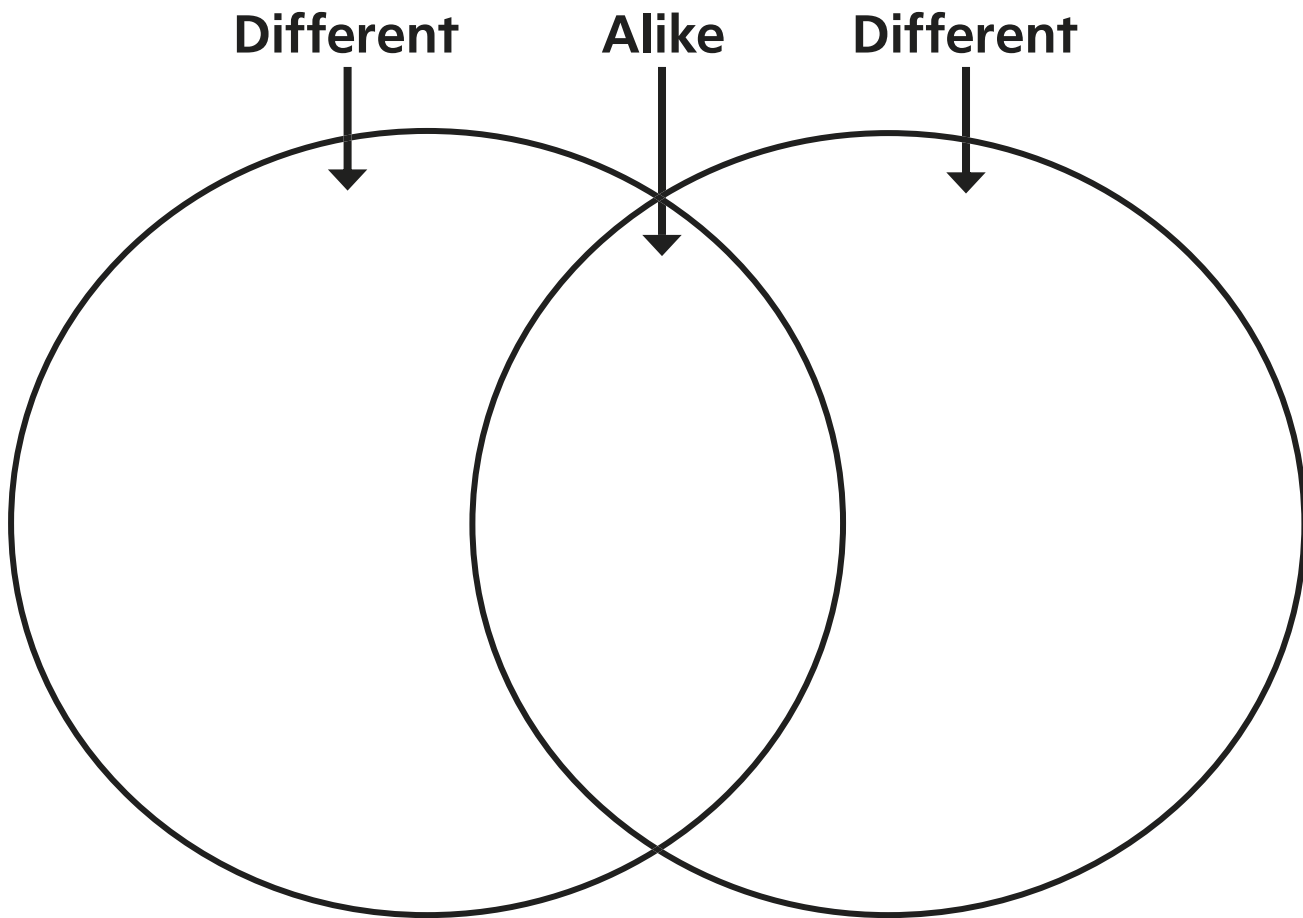
3. He was out \_\_\_\_\_ he got three strikes.

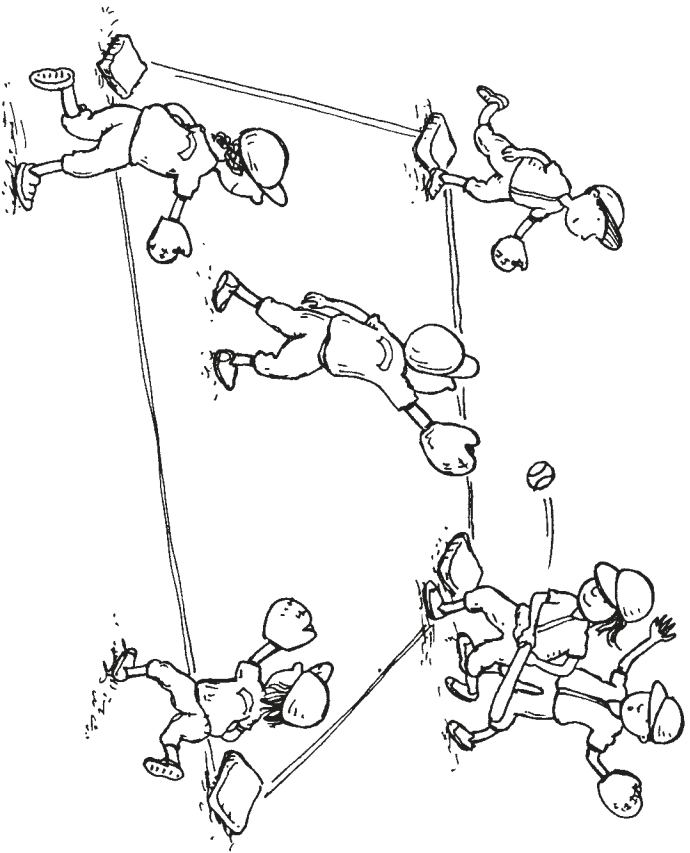
4. I \_\_\_\_\_ like to play the game, too.

Name \_\_\_\_\_

When we look at how two things are the same, we **compare** them. When we look at how they are different, we **contrast** them.

As you read “Fun with Sports,” fill in the Compare and Contrast Chart.





Most kids like team sports.  
That batter made a great  
hit! She will run around  
the bases. Will she make a  
home run?

**High-Frequency Words:**  
Circle the words great  
and would in the story.

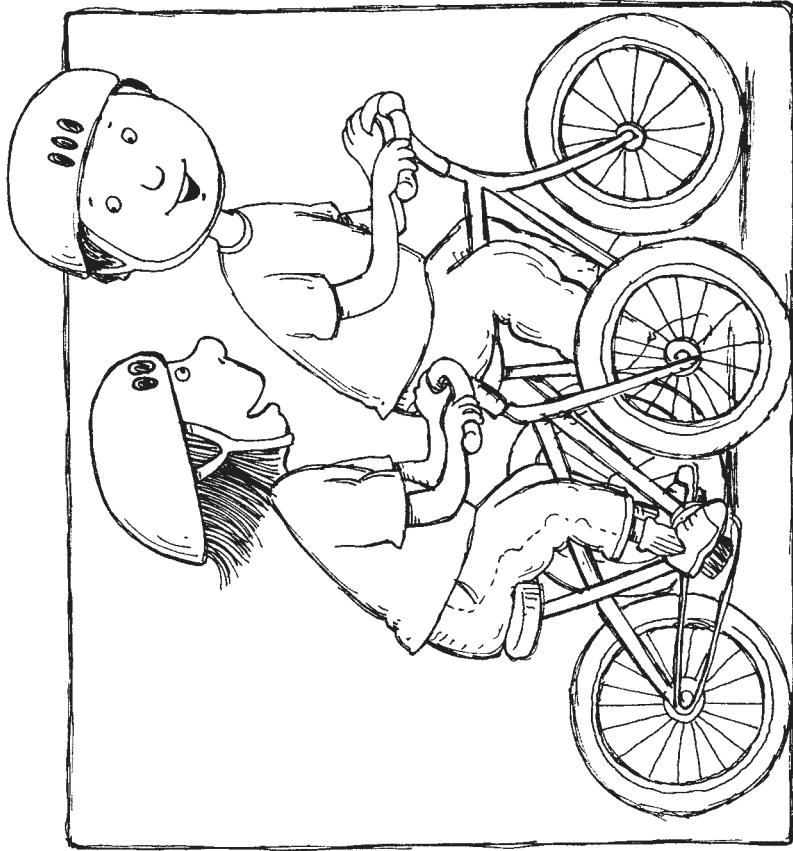


**At Home:** Ask your  
child to read the  
book aloud to you.

# Pick a Sport!



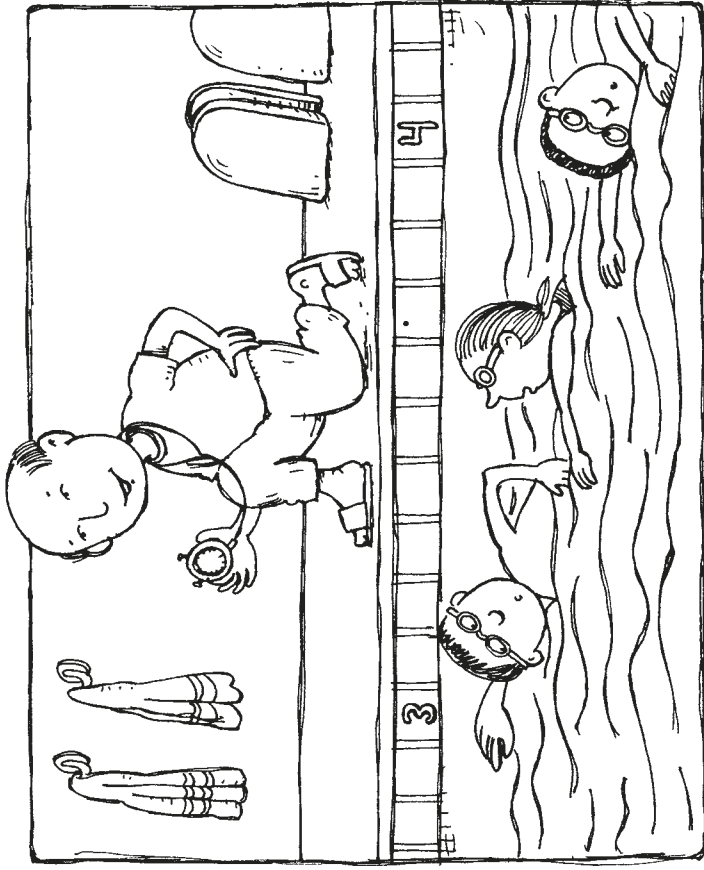
All sorts of sports can  
be fun. Pick a sport  
that you like. Then try  
to play it!



Riding a bike is a fun sport.  
You can ride by yourself or  
ride with a pal. Is this the  
sort of sport you would like?

---

**Phonics:** Underline the words in the story  
that have **or** as in short.





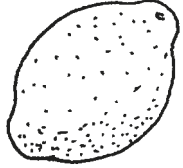
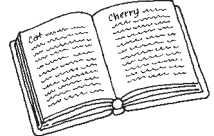


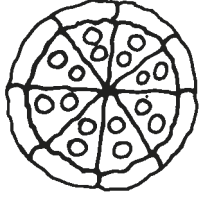
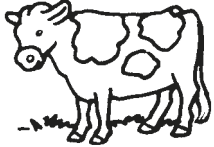


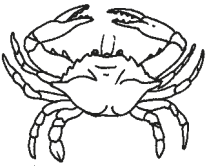
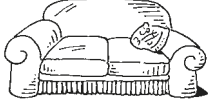
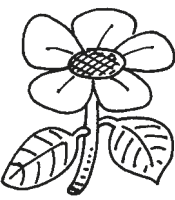


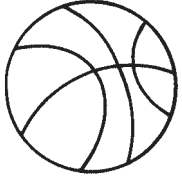




The coach teaches the team  
to swim fast and dive.  
Today they swim back and  
forth. Is this sport for you?

---

**Comprehension:** How are swimming and  
riding a bike the same?

Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

|    |   |   |  |   |
|----|---|---|--|---|
| 1. |    |    |    |    |
| 2. |    |    |    |    |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |

Name \_\_\_\_\_



mouth

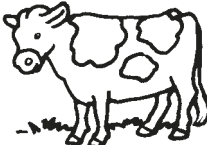



CO


Look at each picture. Write the picture name on the line. Underline the letters that make the /ow/ sound.


mouse down house ground cow clown


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

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

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

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

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

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



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

once

upon

fall

buy

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. You use money to \_\_\_\_\_ things.

\_\_\_\_\_

\_\_\_\_\_



2. \_\_\_\_\_ I held a monkey!

\_\_\_\_\_

\_\_\_\_\_

3. Watch out or you will \_\_\_\_\_ !

\_\_\_\_\_

\_\_\_\_\_

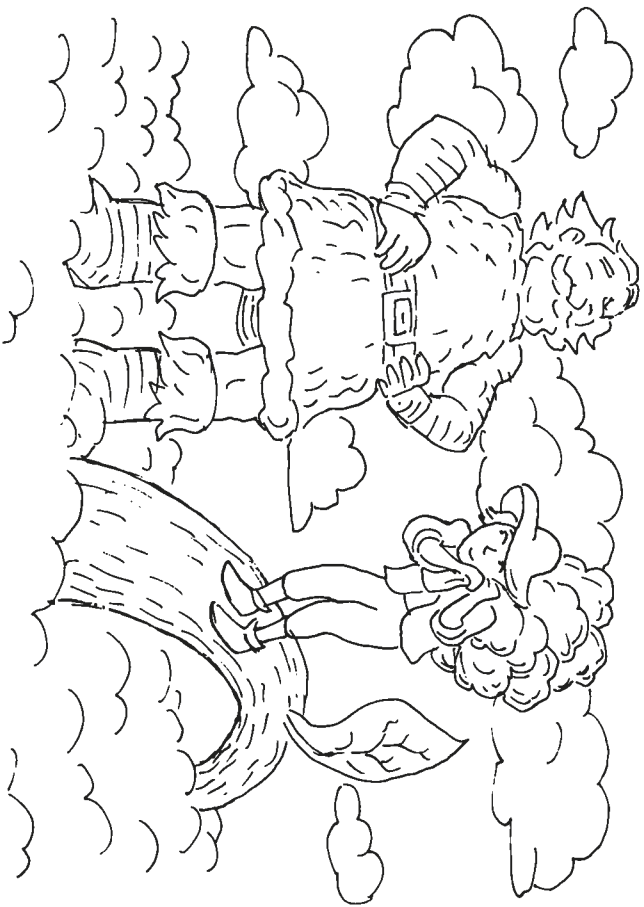
4. The king sat \_\_\_\_\_ a throne.

Name \_\_\_\_\_

**Sequence** is what happens first, next, and last in a story.

As you read “Jack and the Beans,” fill in the Sequence Chart.

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



The huge man counted out  
ten bags of gold.

“Take this for the town,”  
he said.

Jack thanked him. In the  
town, the crowd cheered!

**High-Frequency Words:**

Circle the words once,

upon, and buy in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

4

# Gold for Jack's Town



Once upon a time, Jack  
planted beans. A big  
bean plant rose up to the  
clouds! Jack went up the  
bean plant.



Jack said, “Please, Sir, our town needs help. We need to buy two cows. We need to fix our houses. Will you help us?”

---

**Comprehension:** What happened after Jack planted the beans?

3

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At the top, Jack spotted a huge man. He was counting his gold. The man shouted, “How did you get here? Get out now!”


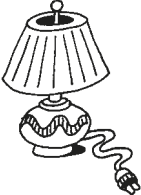


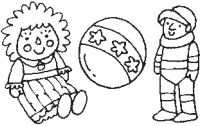






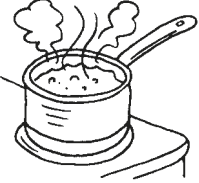
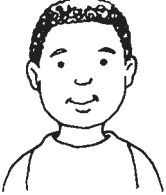



---

**Phonics:** Draw a line under words that have the same vowel sound you hear in cow and house.

2

Name \_\_\_\_\_

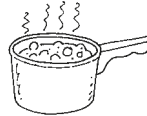
Say the name of each picture. Circle the picture whose name has the same vowel sound as you hear in the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>  |  |   |   |
| <p>4.</p>  |  |  |  |

Name \_\_\_\_\_



joy



boi



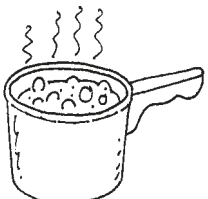
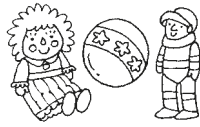
**A. Look at each picture. Write the picture name on the line.**

boy

boil

toys

soil

1.  \_\_\_\_\_  
\_\_\_\_\_
2.  \_\_\_\_\_  
\_\_\_\_\_
3.  \_\_\_\_\_  
\_\_\_\_\_
4.  \_\_\_\_\_  
\_\_\_\_\_

**B. Read the words. Circle the two letters that stand for the sound at the end of boy.**

broil

joy

toil

noise

toys

coy

Name \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

1. I use my \_\_\_\_\_ to see.  
eyes nose

\_\_\_\_\_

\_\_\_\_\_

2. Did you \_\_\_\_\_ the box yet?  
fall open

\_\_\_\_\_

\_\_\_\_\_

3. I have had \_\_\_\_\_ to eat.  
enough work

\_\_\_\_\_

\_\_\_\_\_

4. She will take \_\_\_\_\_ the kids with her.  
all done

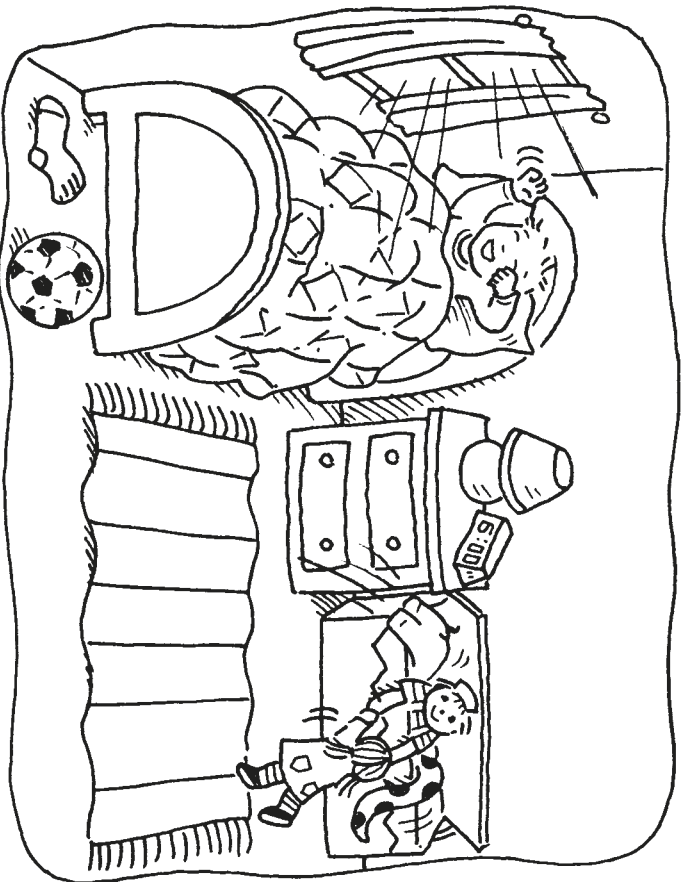
Name \_\_\_\_\_

**Sequence** is what happens first, next, and last in a story.

As you read “Joy’s Surprise,” fill in the Sequence Chart.

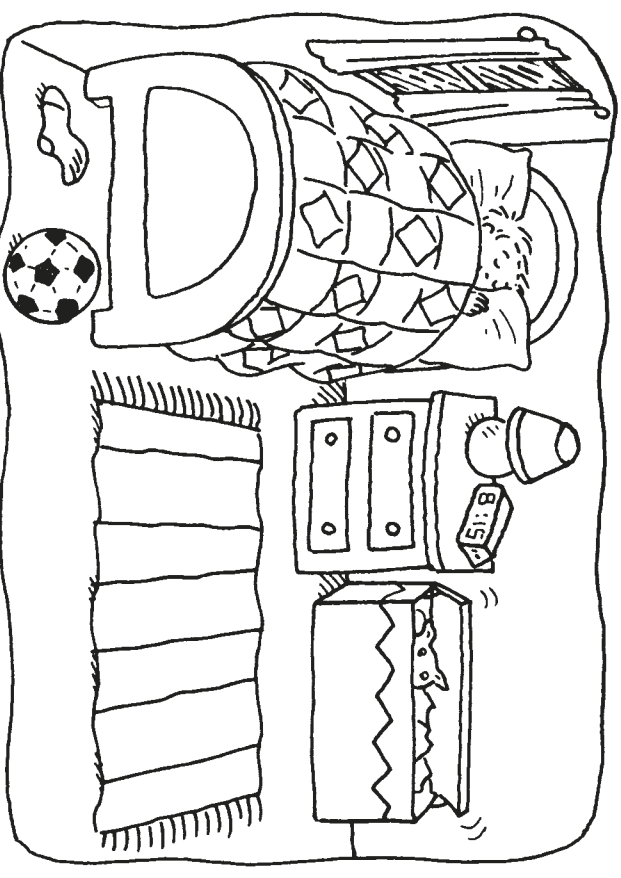
|              |
|--------------|
| <b>First</b> |
| ↓            |
| <b>Next</b>  |
| ↓            |
| <b>Last</b>  |





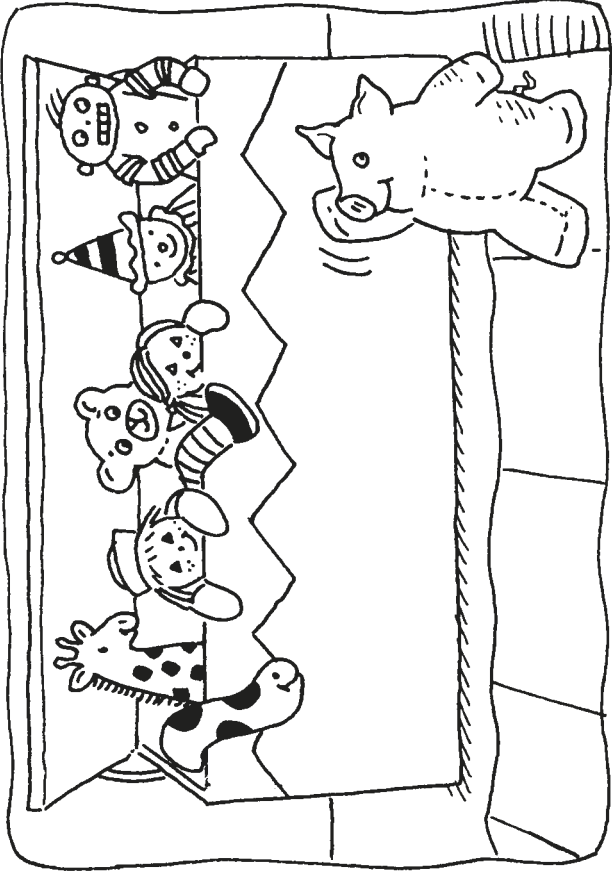
Then Roy's toys got back in the toy chest. Roy would get up soon. But it was time for the toys to go to sleep!

# Roy's Toys



Roy went to bed just like every night. But when he closed his eyes, there was a noise. His toy chest started to open!



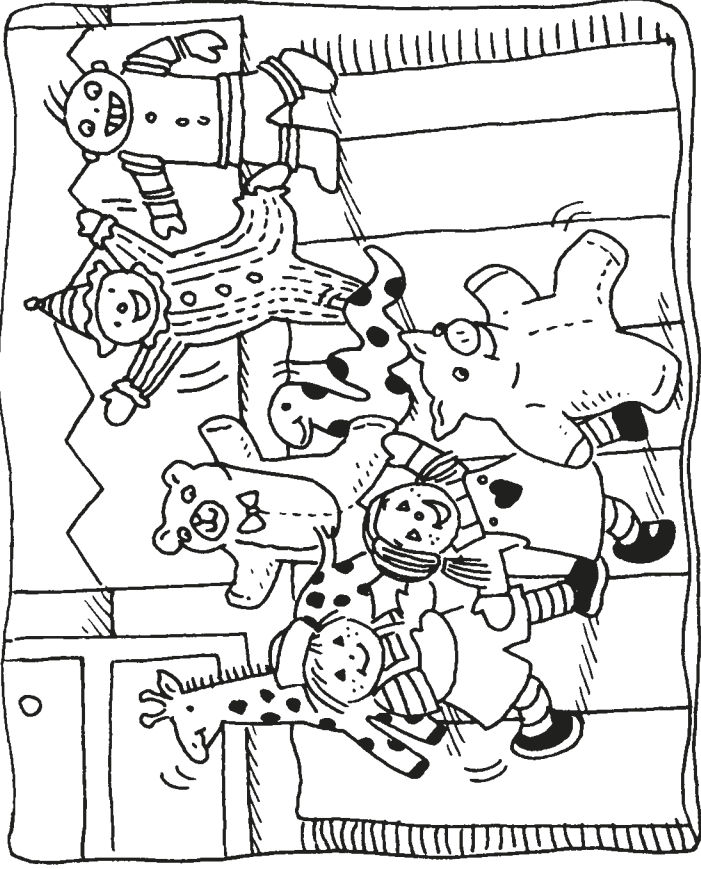


Roy's toy pig peeked out of the chest. It jumped down without making a noise. The other toys joined Pig. It was time for them to play!

---

**Phonics:** Draw a line under words with **oy** and **oi**.

2



The toys skipped and jumped. Then they marched and sang a tune. "This is fun!" cried the boy and girl dolls.

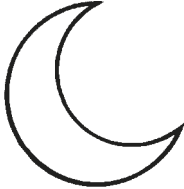

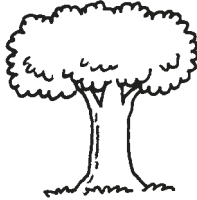




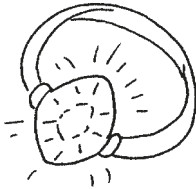

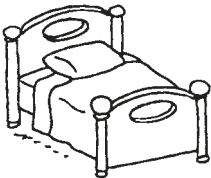
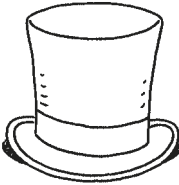
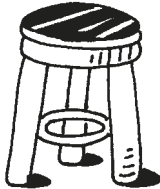

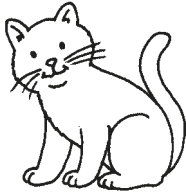

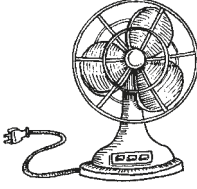
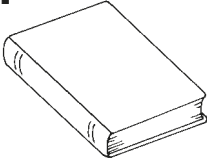


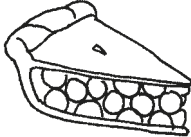
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**Comprehension:** What happened after the pig jumped out of the chest?

3

Name \_\_\_\_\_

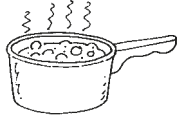
Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

|  |   |  |   |
|--|---|--|---|
| 1.    |    |    |    |
| 2.    |    |    |    |
| 3.  |  |  |  |
| 4.  |  |  |  |
| 5.  |  |  |  |

Name \_\_\_\_\_



**book**

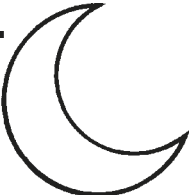
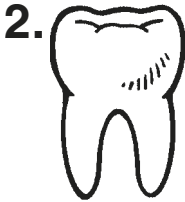






**soup**



**drew**

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

|  |  |   |
|--|--|---|
| <p>1.  moon<br/>mat<br/>mouse</p> <p>_____</p> <p>_____</p> <p>_____</p>  | <p>2.  tube<br/>rat<br/>tooth</p> <p>_____</p> <p>_____</p> <p>_____</p>    | <p>3.  book<br/>foot<br/>fool</p> <p>_____</p> <p>_____</p> <p>_____</p>      |
| <p>4.  bite<br/>blew<br/>bat</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  growl<br/>get<br/>group</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  broom<br/>boot<br/>bunch</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

love

pretty

sure

eight

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

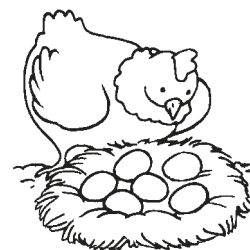
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

**B. Use a word from the box to finish each sentence. Write the word on the line.**

1. Did the hen lay \_\_\_\_\_ eggs?



2. That is such a \_\_\_\_\_ dress!

3. Are you \_\_\_\_\_ you do not want to come with us?

4. I \_\_\_\_\_ to go to the park.

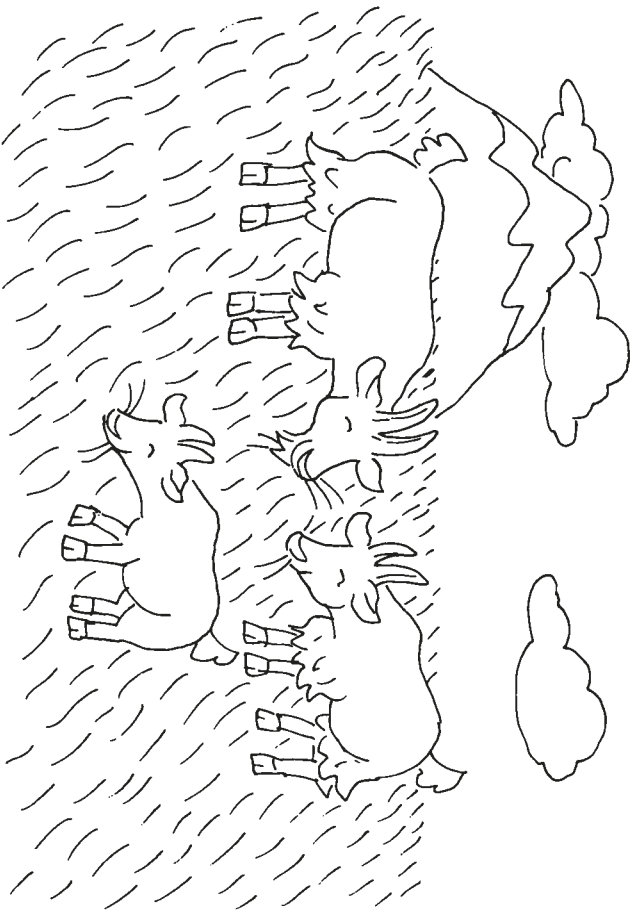
Name \_\_\_\_\_

A **fantasy** is a story that could not happen in real life.

As you read “Toys at Night,” fill in the Reality and Fantasy Chart.

| Reality            | Fantasy                |
|--------------------|------------------------|
| What Could Happen? | What Could Not Happen? |
|                    |                        |
|                    |                        |
|                    |                        |

# Three Billy Goats

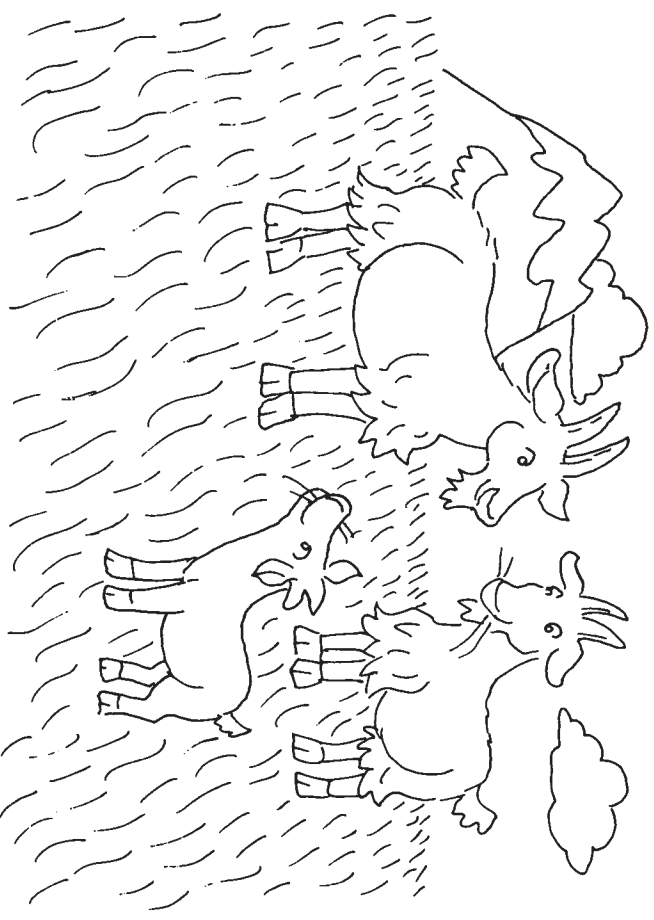


“Me too!” cried Bigger Billy.

“Let’s chew,” added Little Billy.

“Good,” said Biggest Billy.

Chew! Chomp! Chew!



Three Billy Goats chewed  
grass all day.

“We love food too much,”  
said Little Billy. “We need  
to run and jump, too.”

**High-Frequency Words:**  
Circle the words love and  
sure in the story.



**At Home:** Ask your  
child to read the  
book aloud to you.

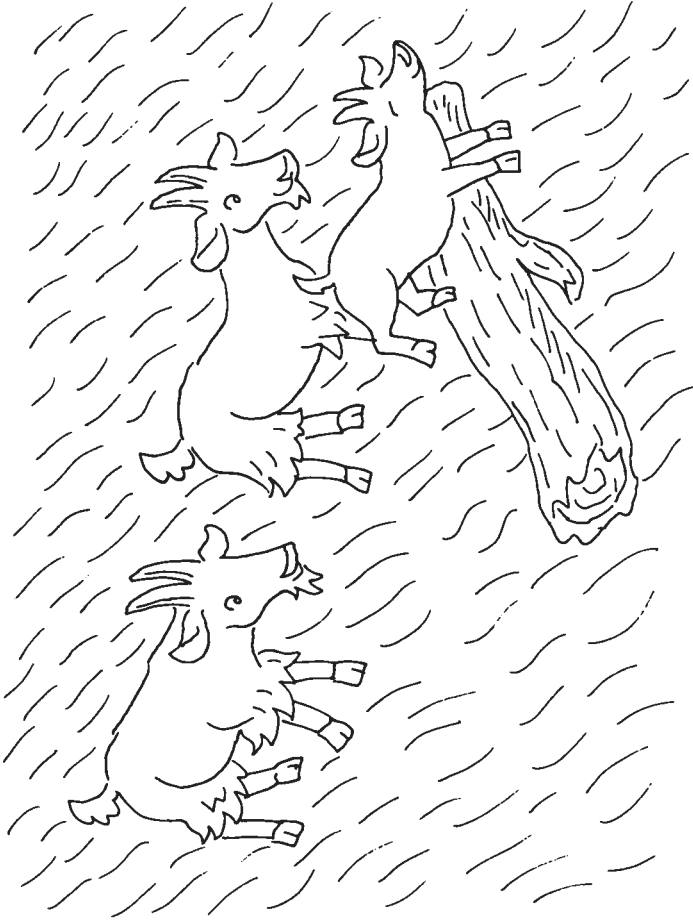


“Good thinking,” said  
Bigger Billy.  
They got some wood. They  
each took a turn jumping.

---

**Phonics:** Underline the words with oo that  
have the same vowel sound as food.

2



“That was sure fun,” said  
Little Billy.  
“Now I am in the mood for  
food,” said Biggest Billy.

---

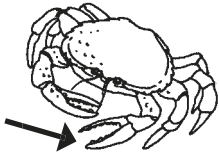



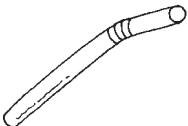

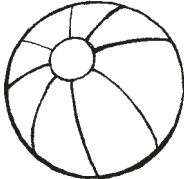



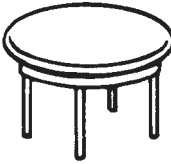

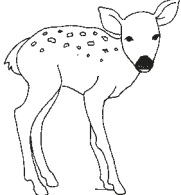



**Comprehension:** Could this story really  
happen? Why or why not?

3



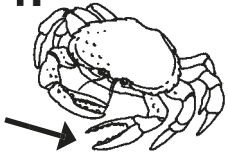




Name \_\_\_\_\_

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

|   |   |  |   |
|---|---|--|---|
| <p>1.</p>    |    |    |    |
| <p>2.</p>    |    |    |    |
| <p>3.</p>  |  |  |  |
| <p>4.</p>  |  |  |  |

Name \_\_\_\_\_

Look at each picture. Use the letter tiles to complete each picture name.

|  |   |   |   |  |   |  |
|--|---|---|---|--|---|--|
| <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">a</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">w</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">u</div> | <p>1.</p>    | c | l |  |   |  |
|  | <p>2.</p>    | h |   |  | l |  |
| <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">a</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">w</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">l</div> | <p>3.</p>   | p |   |  |   |  |
|  | <p>4.</p>  | w |   |  | k |  |
|  | <p>5.</p>  | y |   |  | n |  |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

four

nothing

carry

over

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**B. Use a word from the box to finish each sentence.**

1. He draws \_\_\_\_\_ things.



2. Will you \_\_\_\_\_ the bag for me?

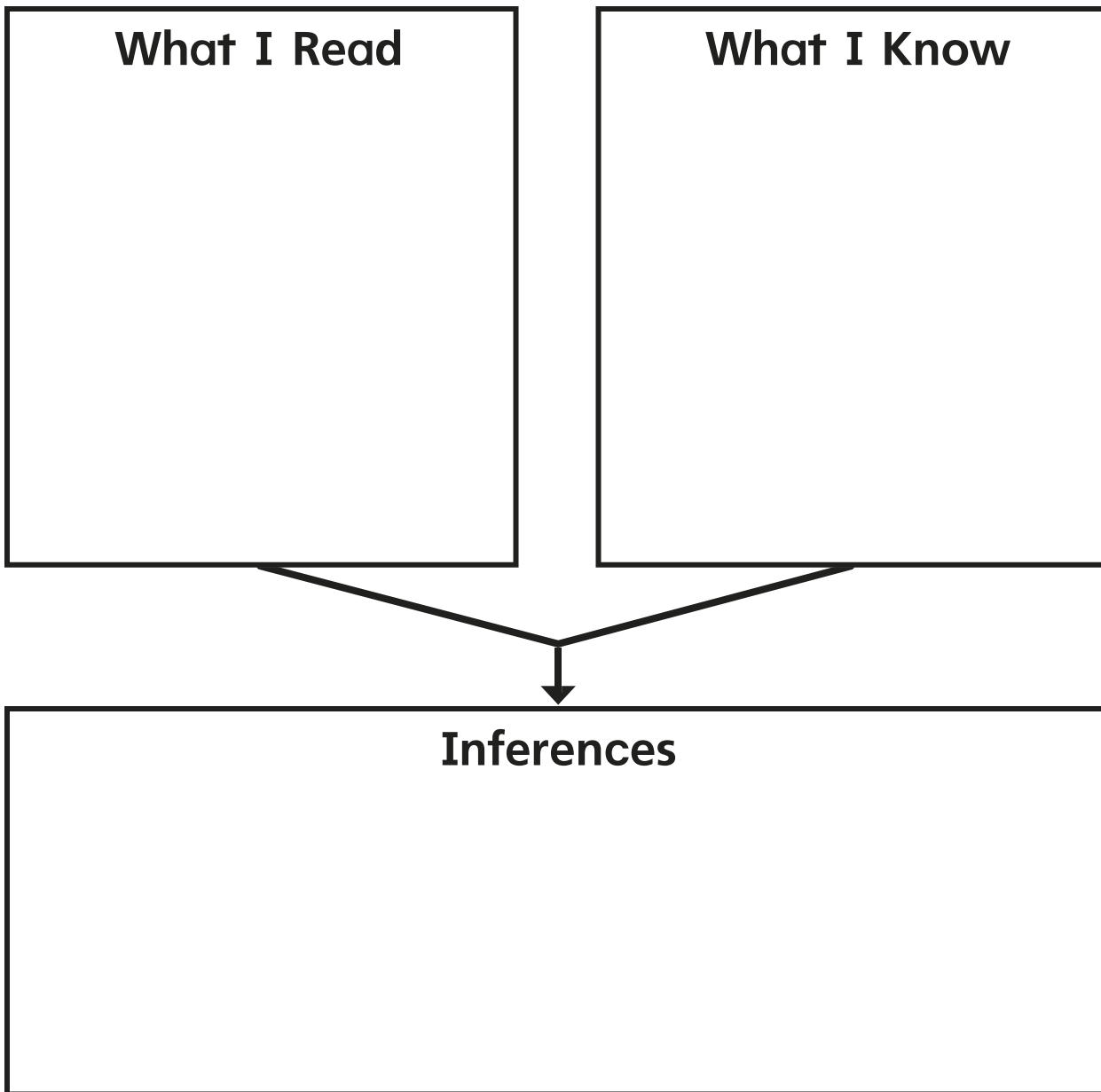
3. There is \_\_\_\_\_ in the box.

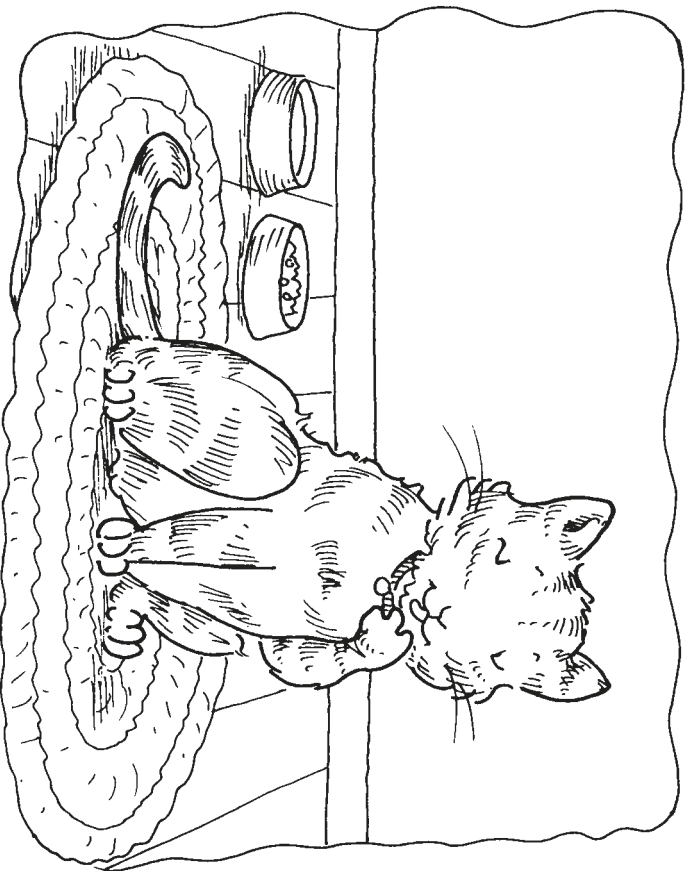
4. The cat can jump \_\_\_\_\_ the dog.

Name \_\_\_\_\_

An **inference** is a guess you make based on the story clues the author gives you.

**As you read “Paws and Claws,” fill in the Inference Chart.**





A cat is a very clean  
animal. It will wash its  
paws after it eats its food.  
A cat likes to have clean  
paws and sharp claws.

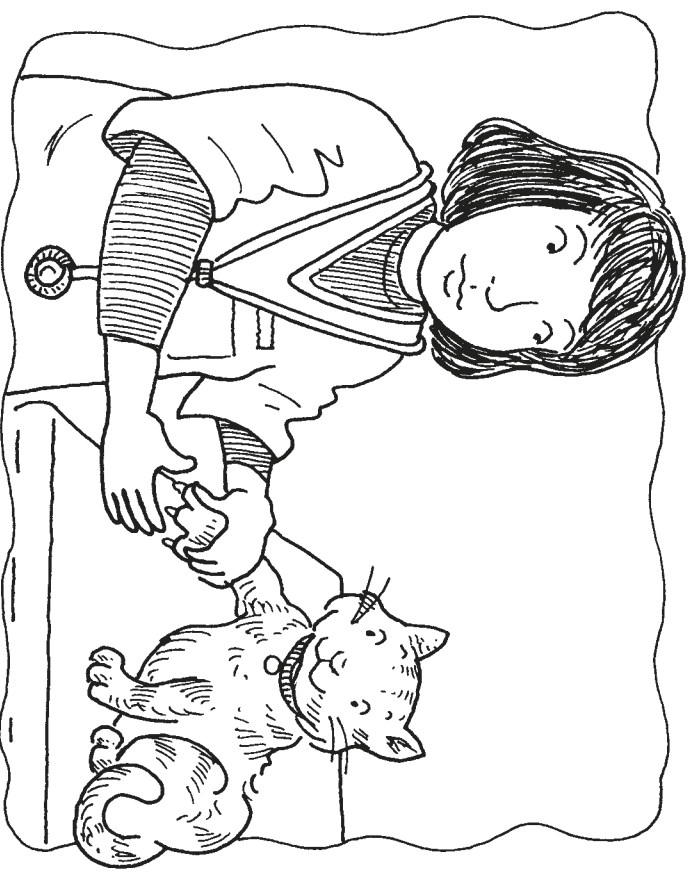


**At Home:** Ask your  
child to read the  
book aloud to you.

**High-Frequency Words:**  
Circle the words four and  
carry in the story.

4

# A Cat's Claws



A cat has four paws.  
Each paw has claws.  
A cat uses its claws for  
many things.

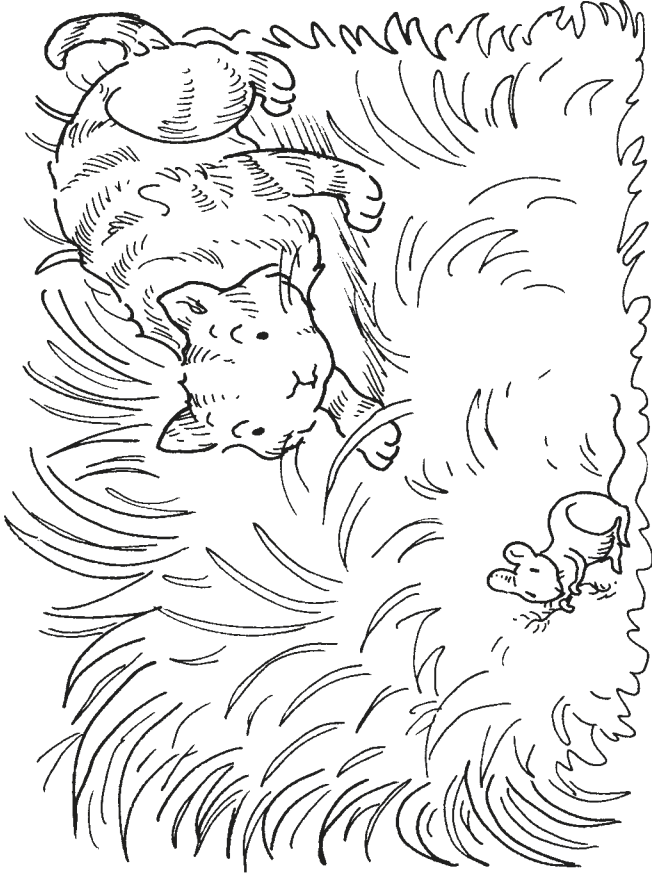


A cat's claws are sharp.  
A cat needs its sharp claws  
to go up a big tree trunk.  
Claws help a cat when it  
goes down the tree, too.

---

**Phonics:** Draw a line under words  
with *aw*.

2



This cat is hunting.  
It crawls in the grass to get  
something good to eat.  
The cat's claws will help it  
catch and carry food.

---

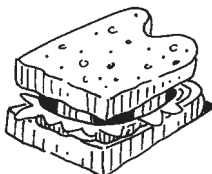
**Comprehension:** Why is the cat looking  
at the mouse?

3

Name \_\_\_\_\_

Say the name of each picture. Write the number 1, 2, or 3 to show the number of syllables in the picture name.

1.

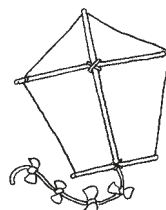


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

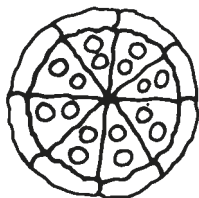


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

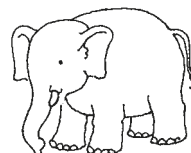


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7.

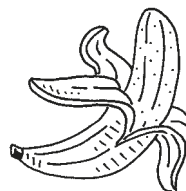


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.

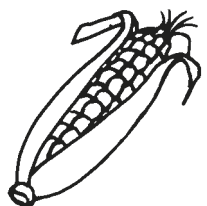


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9.

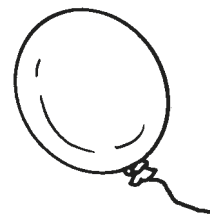


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

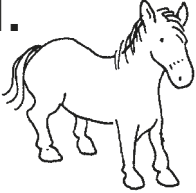
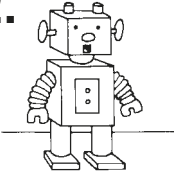
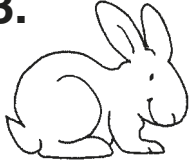

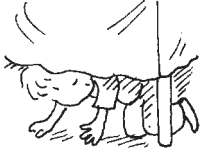



ba/by  
Open Syllable



sun/ny  
Closed Syllable

Read the words. Write O if the first syllable is open.  
Write C if the first syllable is closed. Then underline  
the letters that make the open or closed syllable.

|   |   |   |
|---|---|---|
| <p>1.  po/ny</p> <p>_____</p> <p>_____</p> <p>_____</p>     | <p>2.  ro/bot</p> <p>_____</p> <p>_____</p> <p>_____</p>  | <p>3.  rab/bit</p> <p>_____</p> <p>_____</p> <p>_____</p>  |
| <p>4.  den/tist</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  un/der</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  spi/der</p> <p>_____</p> <p>_____</p> <p>_____</p> |



Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

call

only

full

one

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

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

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

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

**B. Use a word from the box to finish each sentence.**

1. There is a \_\_\_\_\_ moon in the sky.



2. There is \_\_\_\_\_ very bright star.

3. Let's \_\_\_\_\_ Grandma to tell her.

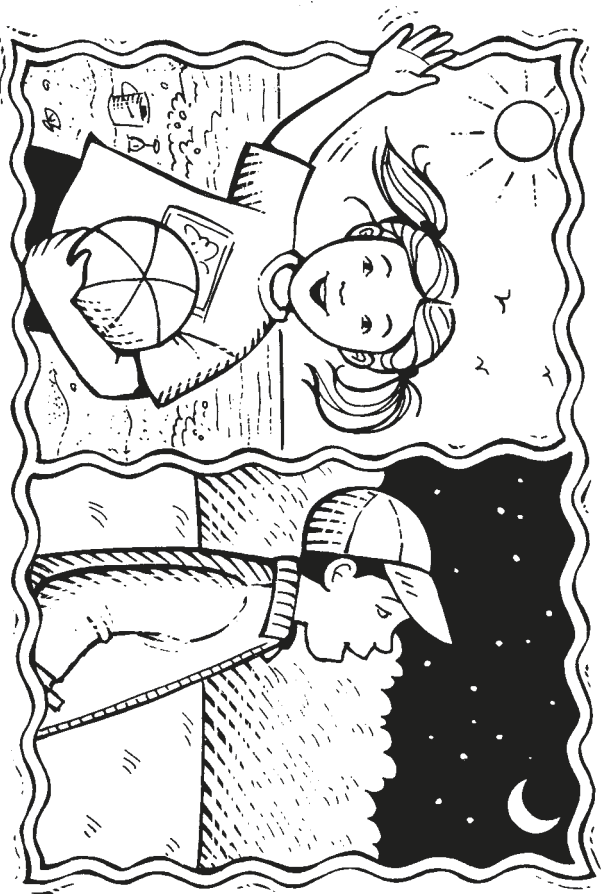
4. Grandma \_\_\_\_\_ lives two blocks away.

Name \_\_\_\_\_

When you put things that are alike into the same group, you are **classifying** and **categorizing**.

As you read “The Seasons,” fill in the Classify and Categorize Chart.

| Season | Activities |
|--------|------------|
|        |            |



Sometimes the moon is full and round. Sometimes it appears to be oval.

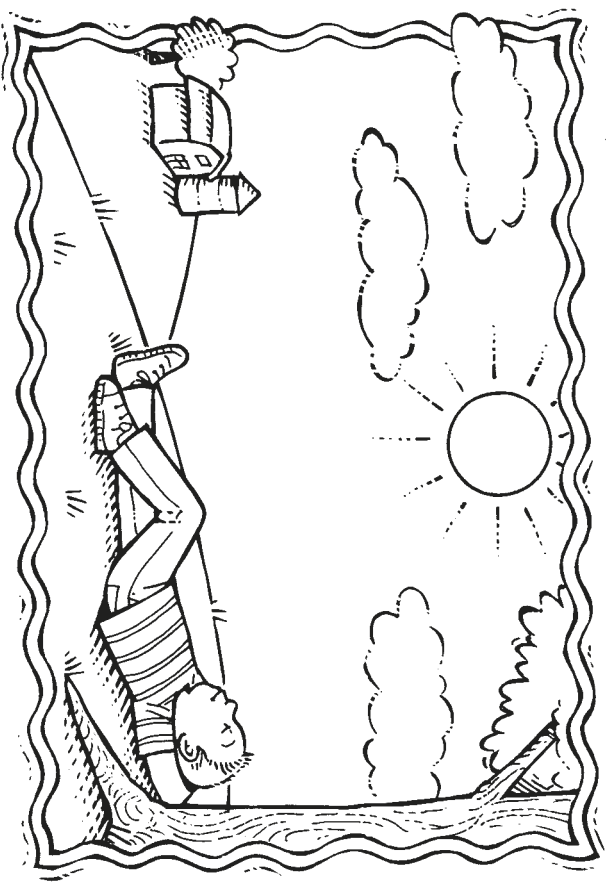
Sometimes you can only see a sliver. There is so much to look at in the sky.

**High-Frequency Words:**  
Circle the words one and full in the story.

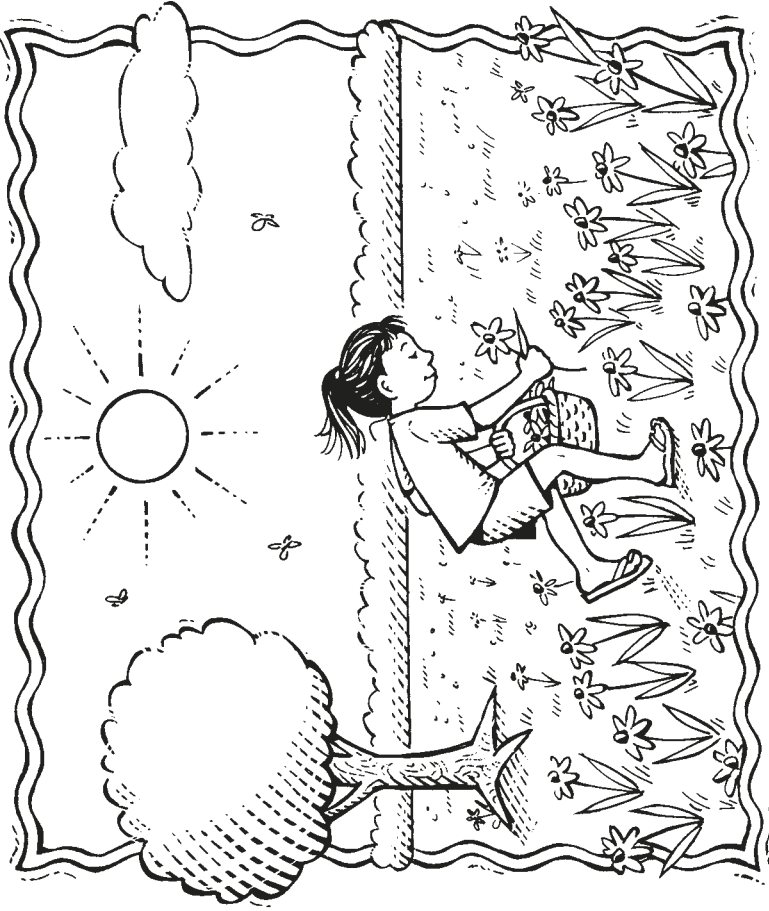


**At Home:** Ask your child to read the book aloud to you.

# The Sun and the Moon



Our planet has one sun. We can see our sun in the day. It looks big and round and yellow.



The sun helps us in many ways. It brings us light and warmth. It helps plants grow and blossom.

---

**Phonics:** Draw a line under two words that have a closed syllable.

2



Our planet has one moon. We can see the moon at night. What does the moon look like? That depends on when you happen to be looking.

---

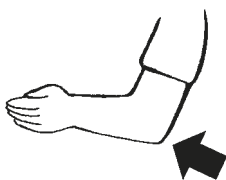
**Comprehension:** What can you see in the sky during the day? What can you see at night?

3

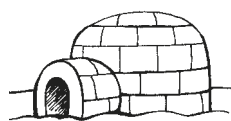
Name \_\_\_\_\_

Say the name of each picture. Listen for the short vowel sound in the first syllable. Match the letter sound to the picture.

a



e

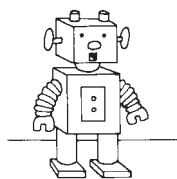


i

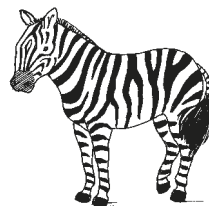


Say the name of each picture. Listen for the long vowel sound in the first syllable. Match the letter sound to the picture.

e



i



o



Name \_\_\_\_\_



li/on

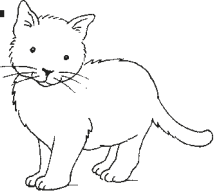


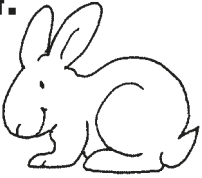

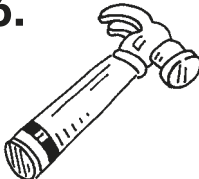
Open Syllable



pan/da

Closed Syllable

Read the words. Write O if the first syllable is open.  
Write C if the first syllable is closed. Then underline  
the letters that make the open or closed syllable.

|   |  |   |
|---|--|---|
| <p>1.  kit/ten</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>2.  co/bra</p> <p>_____</p> <p>_____</p> <p>_____</p>   | <p>3.  mu/sic</p> <p>_____</p> <p>_____</p> <p>_____</p>   |
| <p>4.  bun/ny</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>5.  spi/der</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>6.  ham/mer</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

down

after

before

been

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

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

-----

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. We will dry the dog \_\_\_\_\_ his bath.



2. I brush my teeth \_\_\_\_\_ I go to bed.

3. Have you \_\_\_\_\_ to the park?

4. May I sit \_\_\_\_\_ here?

Name \_\_\_\_\_

To **predict** means to make a good guess about what you think will happen next in a story.

As you read “Let’s Plant Seeds,” fill in the Predictions Chart.

| What I Predict | What Happens |
|----------------|--------------|
|                |              |
|                |              |
|                |              |

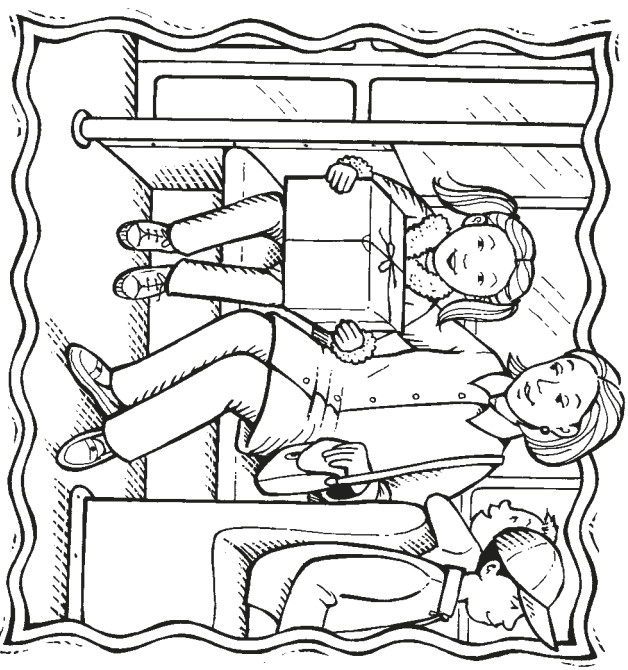




“We love you, Gram,” say Jennifer and Jason.

“What a splendid surprise!” says Gram.

# Surprise for Gram



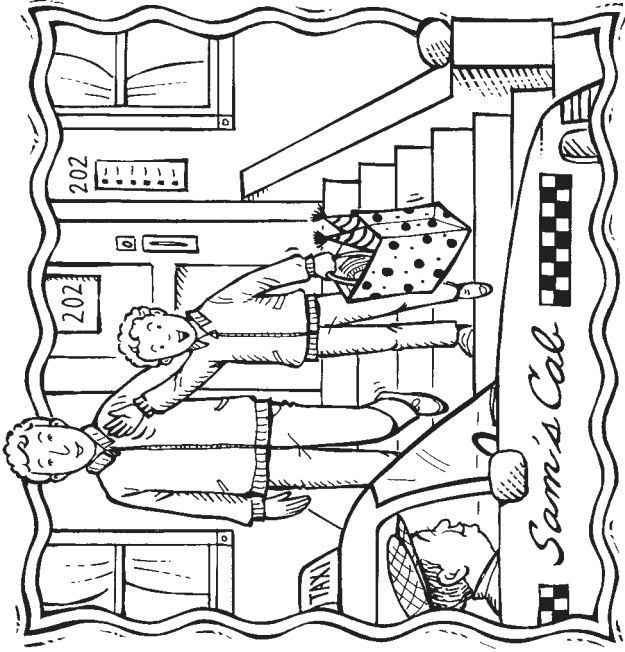
It is Gram’s birthday. The children are planning a surprise. They have been preparing all week. Jennifer and Mom baked a cake for the event.

## High-Frequency Words:

Circle the words been,  
before, and after in the  
story.



**At Home:** Ask your child to read the book aloud to you.

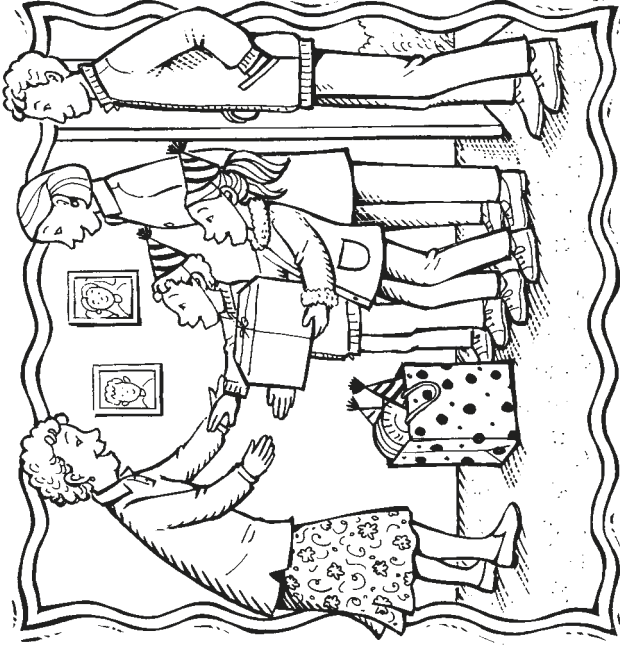


Jason and Dad bring the party favors. They take a cab to Gram's. Then they will meet Jennifer and Mom. Before they go in, they finish making plans.

---

**Phonics:** Draw a line under two words that have an open syllable.

2



The children decide to put on hats. After Gram opens the door, they give her gifts. "I did not expect this!" says Gram.





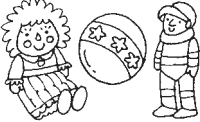

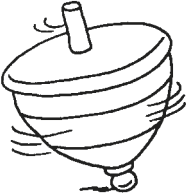

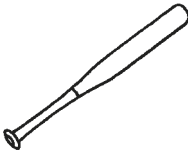



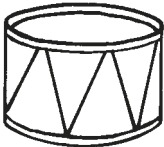



---

**Comprehension:** How did you think the children would surprise Gram?

3

Name \_\_\_\_\_

Say the name of each picture. Circle the picture in each row whose name ends in the sound /əl/.


|    |   |   |  |   |
|----|---|---|--|---|
| 1. |    |    |    |    |
| 2. |    |    |    |    |
| 3. |  |  |   |  |
| 4. |  |  |  |  |


Name \_\_\_\_\_





Look at each picture. Write the picture name on the line. Draw a line between the two syllables. Then underline the letters that make the final stable syllable.

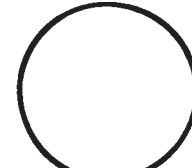
turtle table juggle circle beetle candle

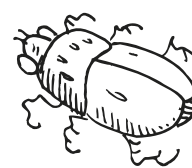
1.  \_\_\_\_\_  
tur/le

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

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

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

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

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

Name \_\_\_\_\_

**A. Read the words in the box. Write one word on each line.**

their

always

around

laugh

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**B. Use a word from the box to finish each sentence.**

1. My pals love to walk \_\_\_\_\_ dogs.

\_\_\_\_\_

\_\_\_\_\_

2. I \_\_\_\_\_ at Mom's joke.

\_\_\_\_\_

\_\_\_\_\_

3. It is \_\_\_\_\_ fun to go to music class.

\_\_\_\_\_

\_\_\_\_\_

4. We run \_\_\_\_\_ the track two times.

Name \_\_\_\_\_

The **characters** are the people or animals in the story.  
The **setting** is where the story takes place.

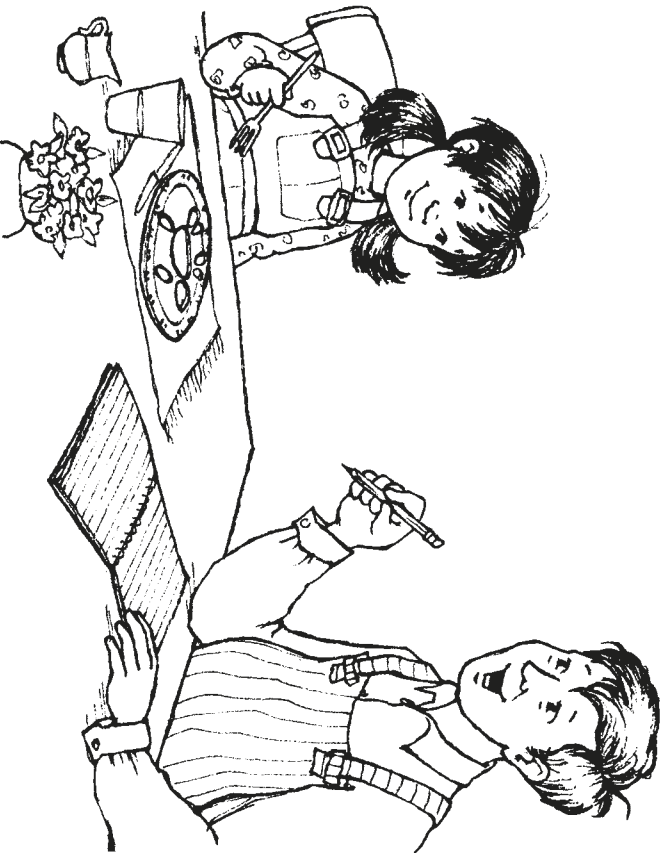
As you read “Three Billy Goats,” fill in the Character and Setting Chart.

| Setting | What the Characters Do There |
|---------|------------------------------|
|         |                              |

# Pancake Puzzle



When Gwen woke up she smelled pancakes. She smiled. Dad always made pancakes when something good was about to happen!

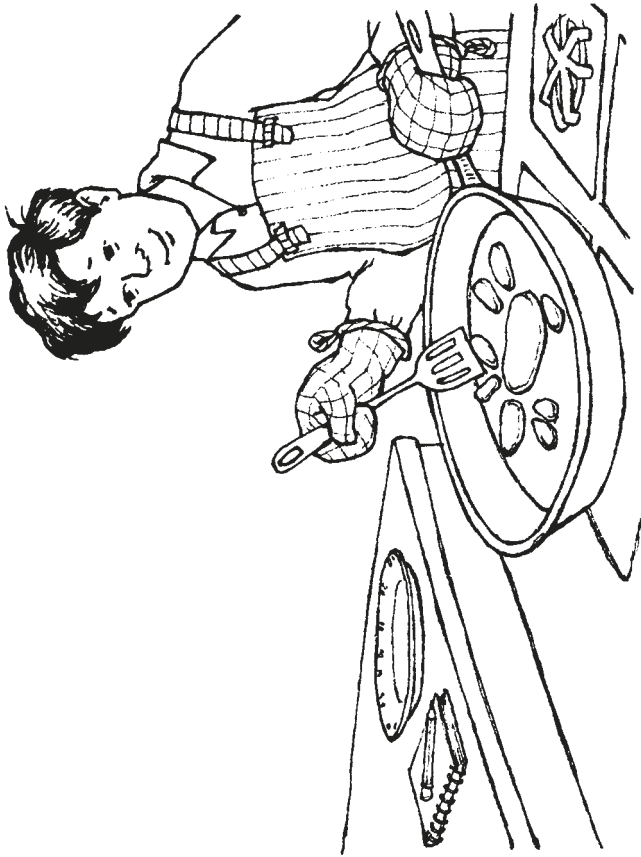


Then she gave a little laugh.  
“Are we getting a dog?” she asked.  
“Yes,” said Dad. “Maybe we can call it Pancake.”

**High-Frequency Words:**  
Circle the words always  
and laugh in the story.



**At Home:** Ask your child to read the book aloud to you.



“What’s up, Dad?” asked Gwen.

“Something little is coming,” said Dad with a giggle.

“Something you can cuddle.”

---

**Phonics:** Underline all words that have a final syllable with **-le**.

2



Then Dad put lots of small pieces of pancake on Gwen’s plate. Gwen looked at it. It was like a puzzle.

---

**Comprehension:** How do you think Gwen feels when she realizes it’s a dog?

3