



www.hasanboy.uz dan olindi
Telegram kanal : @uzteachers



SCHOLASTIC

BETWEEN
GRADES
1&2

SUMMER EXPRESSTM



VOCABULARY • GRAMMAR • WRITING • READING • MATH

 SCHOLASTIC

**BETWEEN
GRADES
1&2**

SUMMER EXPRESS

Summer Express (between grades 1 & 2) © Scholastic Teaching Resources



www.hasanboy.uz dan olindi
Telegram kanal : @uzteachers

**NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY
MEXICO CITY • NEW DELHI • HONG KONG • BUENOS AIRES**

Scholastic Inc. grants teachers permission to photocopy the designated reproducible pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Cover design by Brian LaRossa
 Cover photo by Ariel Skelley/Corbis
 Interior illustrations by Robert Alley, Abbey Carter, Maxie Chambliss, Sue Dennen,
 Shelley Dieterichs, Jane Dippold, Julie Durrell, Rusty Fletcher, James Hale,
 Mike Moran, Sherry Neidigh, Cary Pillo, Carol Tiernon, and Lynn Vineyard

ISBN-13 978-0-545-22691-2 / ISBN-10 0-545-22691-0
 Copyright © 2010 by Scholastic Inc. All rights reserved. Printed in the U.S.A.

1 2 3 4 5 6 7 8 9 10 40 16 15 14 13 12 11 10



www.hasanboy.uz dan olindi
 Telegram kanal : @uzteachers



Table of Contents

Dear Parent Letter	4
Terrific Tips for Using This Book	6
Week 1	9
Week 2	21
Week 3	33
Week 4	45
Week 5	57
Week 6	69
Week 7	81
Week 8	93
Week 9	105
Week 10	117
Answer Key	129
Certificate	141

Dear Parent:



Congratulations! You hold in your hands an exceptional educational tool that will give your child a head start into the coming school year.

Inside this book, you'll find one hundred practice pages that will help your child review and learn reading and writing skills, grammar, addition and subtraction, and so much more! *Summer Express* is divided into 10 weeks, with two practice pages for each day of the week, Monday to Friday. However, feel free to use the pages in any order that your child would like. Here are other features you'll find inside:

- A weekly **incentive chart** and **certificate** to motivate and reward your child for his or her efforts.
- Suggestions for fun, creative **learning activities** you can do with your child each week.
- A **recommended reading list** of age-appropriate books that you and your child can read throughout the summer.
- A **certificate of completion** to celebrate your child's accomplishments.

We hope you and your child will have a lot of fun as you work together to complete this workbook.

Enjoy!
The editors



Terrific Tips for Using This Book

1 Pick a good time for your child to work on the activities. You may want to do it around mid-morning after play, or early afternoon when your child is not too tired.



2 Make sure your child has all the supplies he or she needs, such as pencils and crayons. Set aside a special place for your child to work.

3 At the beginning of each week, discuss with your child how many minutes a day he or she would like to read. Write the goal at the top of the incentive chart for the week. (We recommend reading 15 to 20 minutes a day with your child who is entering 2nd grade.)



4 Reward your child's efforts with the small stickers at the end of each day. As an added bonus, let your him or her affix a large sticker at the bottom of the incentive chart for completing the activities each week.

5 Encourage your child to complete the worksheet, but don't force the issue. While you may want to ensure that your child succeeds, it's also important that your child maintain a positive and relaxed attitude toward school and learning.



6 After you've given your child a few minutes to look over the practice pages he or she will be working on, ask your child to tell you his or her plan of action: "Tell me about what we're doing on these pages." Hearing the explanation aloud can provide you with insights into your child's thinking processes. Can he or she complete the work independently? With guidance? If your child needs support, try offering a choice about which family member might help. Giving your child a choice can help boost confidence and help him or her feel more ownership of the work to be done.

7 When your child has finished the workbook, present him or her with the certificate of completion on page 143. Feel free to frame or laminate the certificate and display it on the wall for everyone to see. Your child will be so proud!





Skill-Building Activities for Any Time

The following activities are designed to complement the ten weeks of practice pages in this book. These activities don't take more than a few minutes to complete and are just a handful of ways in which you can enrich and enliven your child's learning. Use the activities to take advantage of the time you might ordinarily disregard—for example, standing in line or waiting at a bus stop. You'll be working to practice key skills and have fun together at the same time.

Finding Real-Life Connections

One of the reasons for schooling is to help children function out in the real world, to empower them with the abilities they'll truly need. So why not put those developing skills into action by enlisting your child's help with creating a grocery list, reading street signs, sorting pocket change, and so on? He or she can apply reading, writing, science, and math skills in important and practical ways, connecting what he or she is learning with everyday tasks.



An Eye for Patterns

A red-brick sidewalk, a beaded necklace, a Sunday newspaper—all show evidence of structure and organization. You can help your child recognize something's structure or organization by observing and talking about patterns they see. Your child will apply his or her developing ability to spot patterns across all school subject areas, including alphabet letter formation (writing), attributes of shapes and solids (geometry), and characteristics of narrative stories (reading). Being able to notice patterns is a skill shared by effective readers and writers, scientists, and mathematicians.



Journals as Learning Tools

Most of us associate journal writing with reading comprehension, but having your child keep a journal can help you keep up with his or her developing skills in other academic areas as well—from telling time to matching rhymes. To get started, provide your child with several sheets of paper, folded in half, and stapled together. Explain that he or she will be writing and/or drawing in the journal to complement the practice pages completed each week. Encourage your child to draw or write about what he or she found easy, what was difficult, or what was fun. Before moving on to another set of practice pages, take a few minutes to read and discuss that week's journal entries together.



Promote Reading at Home

- ◆ Let your child catch you in the act of reading for pleasure, whether you like reading science fiction novels or do-it-yourself magazines. Store them someplace that encourages you to read in front of your child and **demonstrate that reading is an activity you enjoy**. For example, locate your reading materials on the coffee table instead of your nightstand.
- ◆ Set aside a family reading time. By designating a reading time each week, your family is assured an opportunity to discuss with each other what you're reading. You can, for example, share a funny quote from an article. Or your child can tell you his or her favorite part of a story. The key is to **make a family tradition of reading and sharing books** of all kinds together.
- ◆ **Put together collections of reading materials** your child can access easily. Gather them in baskets or bins that you can place in the family room, the car, and your child's bedroom. You can refresh your child's library by borrowing materials from your community's library, buying used books, or swapping books and magazines with friends and neighbors.





Skills Review and Practice

Educators have established learning standards for math and language arts. Listed below are some of the important skills covered in *Summer Express* that will help your child review and prepare for the coming school year so that he or she is better prepared to meet these learning standards.

Math

Skills Your Child Will Review

- ◆ identifying simple fractions
- ◆ adding and subtracting through 10
- ◆ identifying coins and their values
- ◆ telling time
- ◆ identifying patterns

Skills Your Child Will Practice to Prepare for Grade Two

- ◆ identifying odd and even numbers
- ◆ adding and subtracting through 18
- ◆ adding and subtracting with regrouping
- ◆ regrouping review: ones and tens
- ◆ multiplication fact families
- ◆ adding and subtracting 2-digit numbers without regrouping
- ◆ adding and subtracting with three addends
- ◆ graphing quantities
- ◆ writing basic equations

Language Arts

Skills Your Child Will Review

- ◆ writing familiar vocabulary in manuscript writing (e.g., number words, color words, shape words, days of the week, months of the year)
- ◆ using conventions of print in writing (e.g., capitalization and punctuation) to identify and write complete sentences
- ◆ using phonetic analysis (e.g., letter/sound relationships, beginning and ending consonants, short and long vowel sounds, consonant blends, digraphs, and word patterns) to decode unknown words
- ◆ using visualization based on illustrations to augment comprehension of text
- ◆ using structural analysis (e.g., word families) to decode unknown words
- ◆ following multi-step directions

Skills Your Child Will Practice to Prepare for Grade Two

- ◆ responding to a writing prompt
- ◆ writing the names of the planets in manuscript writing
- ◆ using descriptive words to convey ideas
- ◆ constructing a variety of sentence types (e.g., statements, exclamations, commands)
- ◆ writing words within familiar word families (e.g., *-ank, -ash, -ick, -ight, -ill, -ink, -ock, -ump, -unk*)
- ◆ using parts of speech in written compositions (e.g., common nouns, proper nouns, plural nouns, present- and past-tense verbs, adjectives)
- ◆ identifying main idea, sequence of events, main characters, causes and effects
- ◆ making inferences, drawing conclusions, comparing and contrasting, classifying information
- ◆ reading for supporting details
- ◆ identifying real or fantasy within the context of story



Helping Your Child Get Ready: Week 1

These are the skills your child will be working on this week.

Math

- adding 1- and 2-digit numbers with regrouping
- subtracting 2-digit numbers without regrouping

Reading

- classifying
- sequencing

Writing

- sentence punctuation
- proofreading

Vocabulary

- examining similarities
- sight words

Grammar

- compound nouns

Here are some activities you and your child might enjoy.

Sizzling Synonyms! The first time your child says, “It’s hot outside,” challenge him or her to come up with as many words as possible that mean the same thing as *hot*. You can try this with other weather words such as *rainy* or *cloudy*.

Summer Goal Suggest that your child come up with a plan to achieve a goal by the end of the summer. For example, he or she may wish to become an expert on a favorite animal or learn to count in another language. Help him or her map out a way to be successful. Periodically, check to see how your child is progressing.

Order, Order! Play a ranking game. Choose three related items and ask your child to put them in order. Ask him or her to explain the choice. For example, if you chose ice cube, snow ball, and frozen lake, your child might say small, medium, and large; or cold, colder, coldest.

Sun Safety Talk about sun safety with your child. Ask him or her to write a list of ways to stay safe in the sun. Post it in a prominent place!

Your child might enjoy reading the following books:

Bringing the Rain to Kapiti Plain
by Verna Aardema

The New Kid on the Block
by Jack Prelutsky

*Coming to America:
The Story of Immigration*
by Betsy Maestro














's Incentive Chart: Week 1

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!



Parent or Caregiver's Signature _____



Week 1 • Day 1

Handwriting

A-Z



Trace and write the alphabet.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

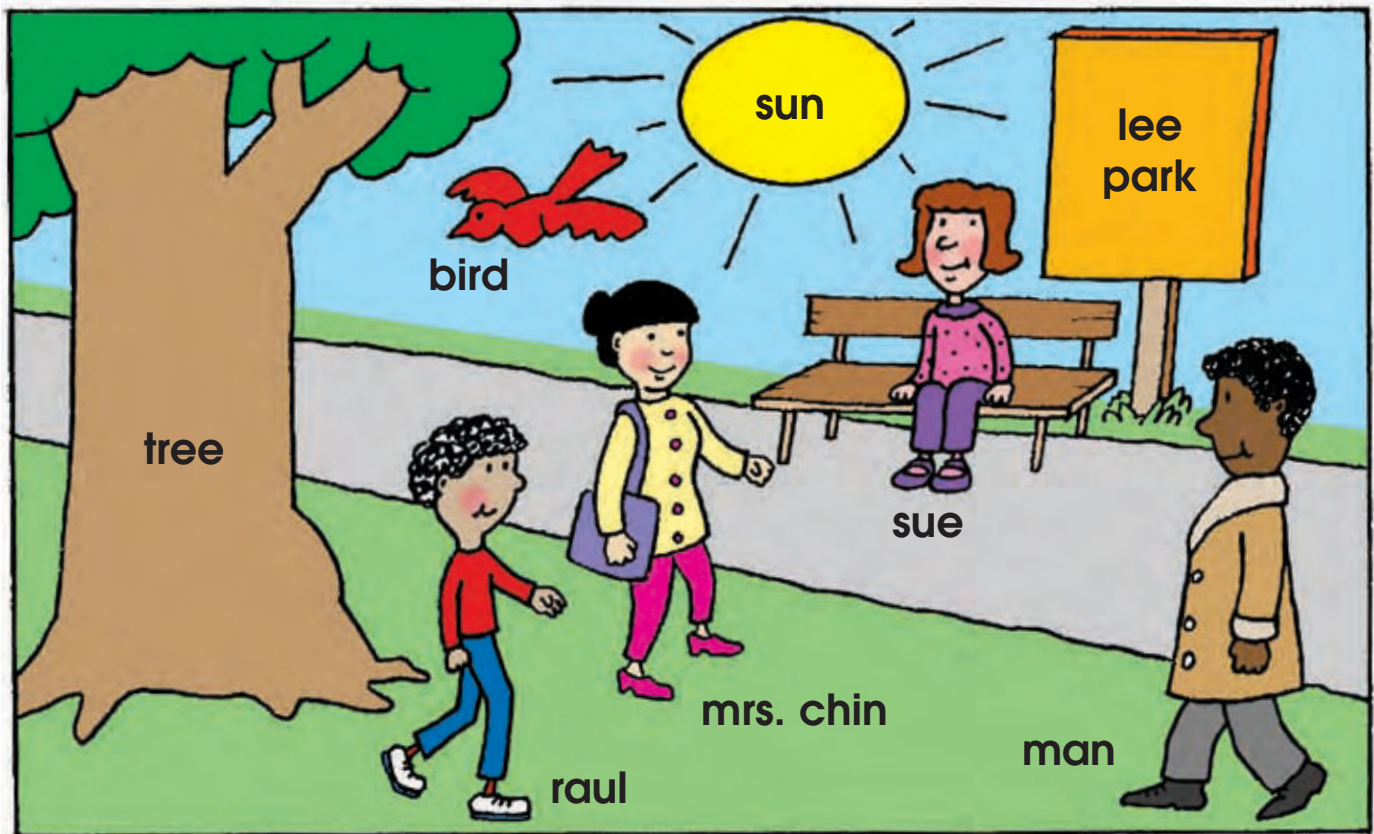




Capitalizing Names

Sometimes the names of people, places, and things are special. They begin with a **capital letter**.

Circle the special names in the picture. Write each one correctly on a line.



1.

2.

3.

4.



Week 1 • Day 2

Handwriting

a-z



Trace and write the alphabet.

a b c d e f g h i

j k l m n o p q r

s t u v w x y z





Grouping Things

Sort the things listed below into groups. Write each word from the list in the correct box.

doll

yellow

ball

apple

bread

green

game

red

pasta

FOOD

TOYS

COLORS

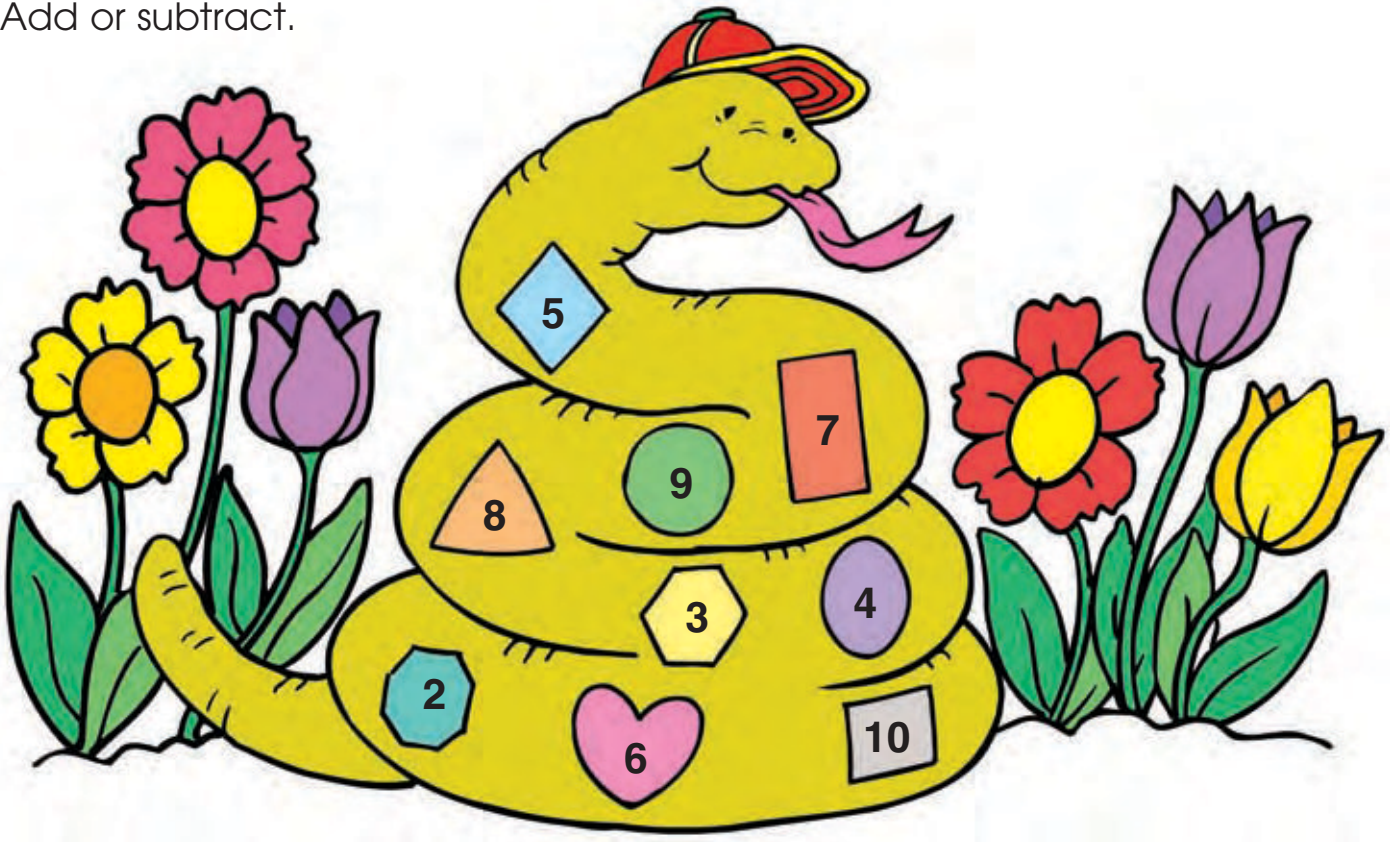




Look at the things in each group. How does each thing fit into the group?



Shapes on a Snake



Add or subtract.







A.  +  = 10



B.  -  = _____



C.  -  = _____

D.  +  = _____

E.  +  = _____

F.  +  = _____

G.  +  = _____

H.  +  = _____

I.  -  = _____

J.  -  = _____



Mixed-Up Words

Words in a sentence must be in an order that makes sense.

These words are mixed up. Put them in order. Then write each sentence.

1. snow. bear likes This



2. water cold. The is



3. fast. The runs bear



4. play. bears Two





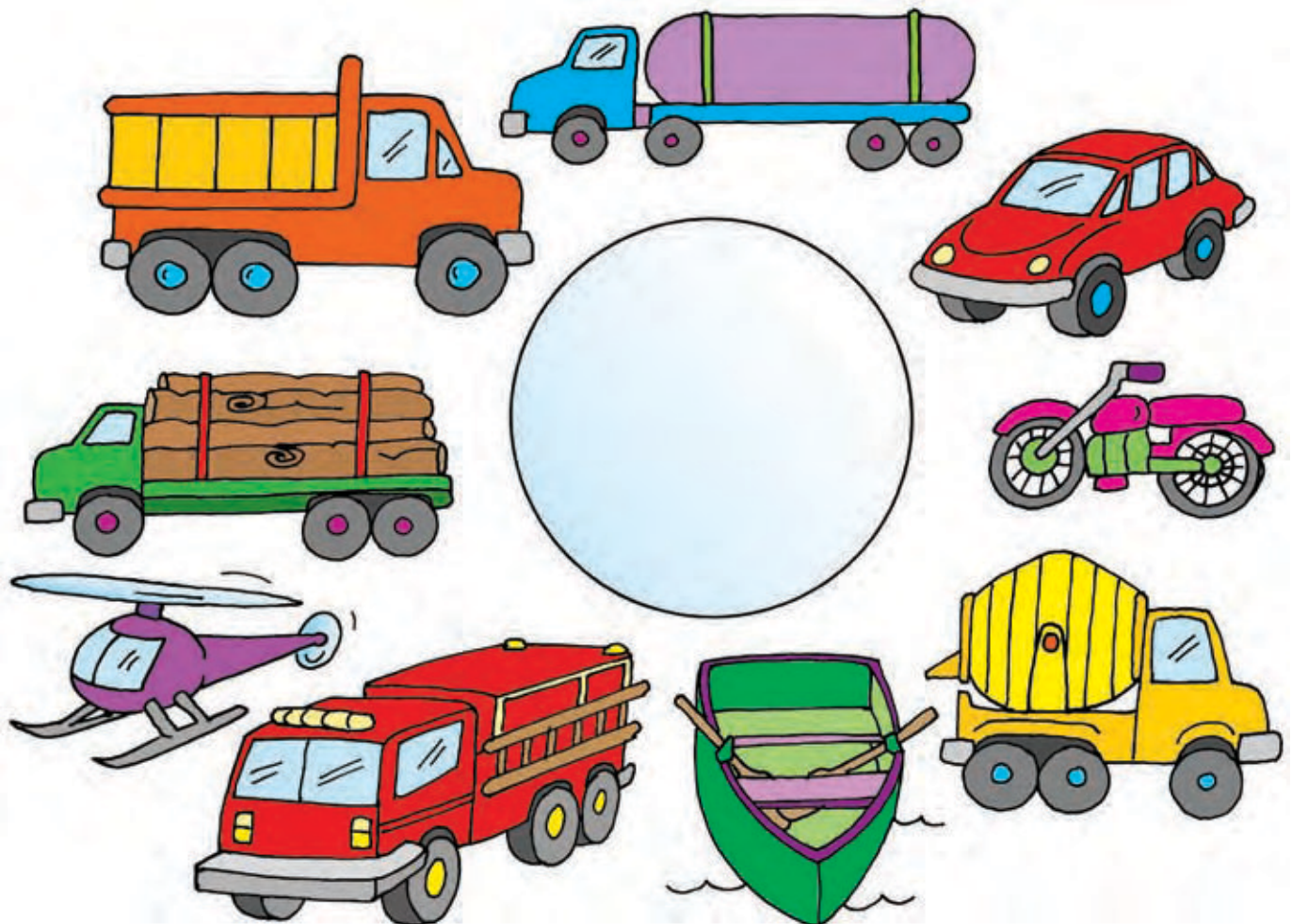
Trucks



The main idea tells what the whole story is about.

Trucks do important work. Dump trucks carry away sand and rocks. Cement trucks have a barrel that turns around and around. They deliver cement to workers who are making sidewalks. Fire trucks carry water hoses and firefighters. Gasoline is delivered in large tank trucks. Flatbed trucks carry wood to the people who are building houses.

Find the sentence in the story that tells the main idea. Write it in the circle below. Then draw a line from the main idea to all the trucks that were described in the story.





Patterns for the Mail Carrier

Meimei the mail carrier is delivering letters. Give her some help. Fill in the missing addresses on the houses below.



Extra

What pattern do you see in the house numbers? _____



Going to Grammy's



Kelly is going to spend the night with her grandmother. She will need to take her nightgown, a shirt, and some shorts. Into the suitcase go her toothbrush, toothpaste, and hairbrush. Grammy told her to bring a swimsuit in case it was warm enough to swim. Mom said to pack her favorite pillow and storybooks. Dad said, "Don't forget to take Grammy's sunglasses that she left here last week." Now Kelly is ready to go!

1. Color the things that Kelly packed in her suitcase.



2. A **compound word** is a big word that is made up of two little words. For example, cow + boy = cowboy. Find 9 compound words in this story and circle them.



On a separate sheet of paper, make a list of things you would pack if you were going to spend the night at your grandmother's house.



Week 1 • Day 5

-ank Word Family

-ank Words

Unscramble each word. Write it on the line.

nkpla _____

ankdr _____

ankb _____

ktans _____

ktan _____

bklan _____

canrk _____

nkya _____

Find and circle each word from the Word Bank.

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

Word Bank

bank plank

blank sank

crank stank

drank tank

flank yank

Write a sentence using one of the -ank family words.



Helping Your Child Get Ready: Week 2

These are the skills your child will be working on this week.

Math

- adding and subtracting through 10
- problem solving
- adding double numbers to 18

Reading

- real or fantasy
- sequencing

Writing

- adjectives
- writing to a prompt

Vocabulary

- initial and final consonants
- -ash word family

Grammar

- sentence subjects and predicates

Here are some activities you and your child might enjoy.

Rainbow Hunt Ask your child to find one object for each color of the rainbow: red, orange, yellow, green, blue, and purple.

Scrambled Names Have your child write his or her first and last name on a sheet of paper and cut apart the letters. Encourage your child to use the letters to make new words. For variety, your child might also use the names of friends and family members.

Daily Time Line Help your child practice sequencing by creating a time line of the daily routine. Encourage him or her to draw pictures or write words to describe what happened first, next, and so on.

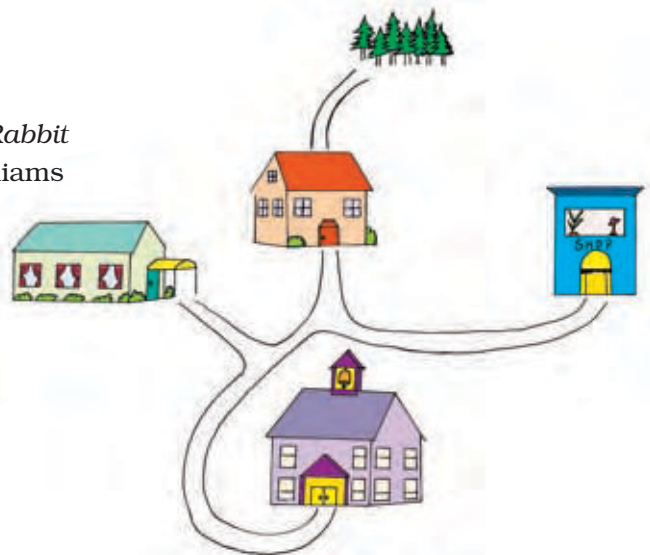
Find Your Way Home Invite your child to make a map of the place you live. He or she can draw and label what is in front, behind, to the left, and to the right of your home.

Your child might enjoy reading the following books:

The Great Kapok Tree
by Lynne Cherry

Chato's Kitchen
by Gary Soto

The Velveteen Rabbit
by Margery Williams














's Incentive Chart: Week 2

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____



Down the Word Steps

Work your way down the word steps.

The last letter of each word is the first letter of a new word.

Use the picture clues to help you.

1. C O T 1. 10

2. 2. 3. 3.

4. 4. 5. 5.

6. 6. 7. 7.

8. 8.



Sensational Words

Choose words from the Word Bank to describe each picture.



It tastes _____.

It looks _____.

It feels _____.



It feels _____.

It tastes _____.

It sounds _____.



It looks _____.

It sounds _____.

It feels _____.



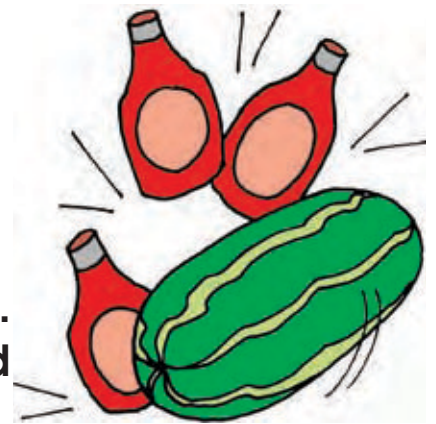


Mr. Lee's Store

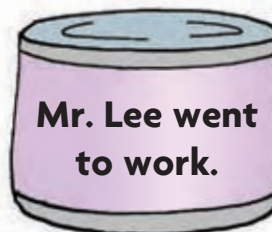
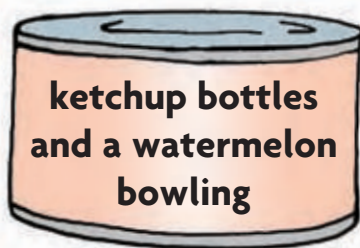


Story events that can really happen are **real**. Story events that are make-believe are **fantasy**.

At night, Mr. Lee locked the store and went home. That's when the fun began! The ketchup bottles stood in rows like bowling pins. Then the watermelon rolled down the aisle and knocked them down. The chicken wings flew around the room. Cans of soup stacked themselves higher and higher until they laughed so hard that they tumbled over. Carrots danced with bananas. Then it was morning. "Get back in your places!" called the milk jug. "Mr. Lee is coming!" Mr. Lee opened the door and went right to work.



Circle the cans that are make-believe.



Draw a picture of the story on another sheet of paper.



In Warm Weather



When it is warm outside, what do you like to do?
Draw a picture to show something you like to do.



When it is warm outside, I like to _____

I like doing this because _____

When it is warm, I like to go to _____

I like warm weather because _____



Planes . . . Trains . . .

Add or subtract.

A.

There are **7** cars in the parking lot. Then **3** more cars park there, too. How many cars are there in all in the lot?

$$\underline{7} + \underline{3} = \underline{10} \text{ cars}$$

B.

There are **7** boxes on the truck. Then **4** boxes fall on the street. How many boxes are left on the truck?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ boxes}$$

C.

There are **10** planes waiting on the runway. Then **6** planes take off. How many planes are left on the runway?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ planes}$$

D.

There are **8** girls and **2** boys on the bus. How many more girls than boys are on the bus?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ more girls}$$

E.

There are **5** people in the first car and **4** people in the second car. How many people in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ people}$$



-ash Words

Unscramble each word. Write it on the line.

sthra _____

asmh _____

flhas _____

rhas _____

scha _____

hapssl _____

ssah _____

hcsra _____

Find and circle each word from the Word Bank.

s p x f h f r a s h x s n a g p p s h f
p s h f s n p s h f s p l a s h p s h f
c r a s h f s h n a g p p s h f c a s h
d p s r h w s a s h i r c m a s h i b v
s t a s h f g i s n a p t r a s h d s f
f g p f l a s h s n i a s m a s h b j k

Word Bank

cash sash
crash smash
flash splash
mash stash
rash trash

Write a sentence using one of the -ash family words.



Who Does It?

The **subject** of a sentence tells who or what did something.

Read the sentences below. Look at the picture to find out who or what is doing the action described in the sentence and then write it on the line.



1. A _____ sits in the wagon.
2. A _____ rides in the wagon too.
3. _____ is pulling the wagon.
4. Her _____ wants a ride too.
5. The _____ can carry all the animals.
6. The _____ fly along with them.

Write another sentence about the picture. Underline the subject of the sentence.



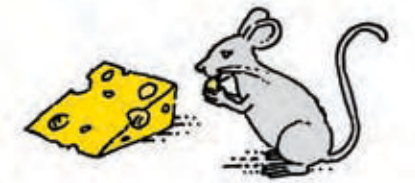
What Happens?

The **predicate** of a sentence tells what happens.

For each sentence, write an ending that tells what is happening in the picture.



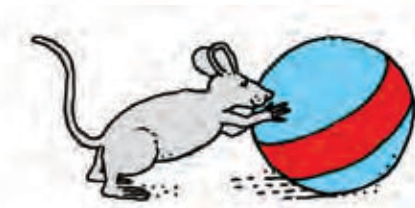
1. The cat _____ .



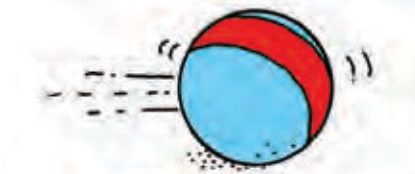
2. A mouse _____ .



3. The cat _____ .



4. The mouse _____ .



5. The ball _____ .



6. The milk _____ .

Write another sentence about the cat and mouse. Underline the part of the sentence that tells what happens.



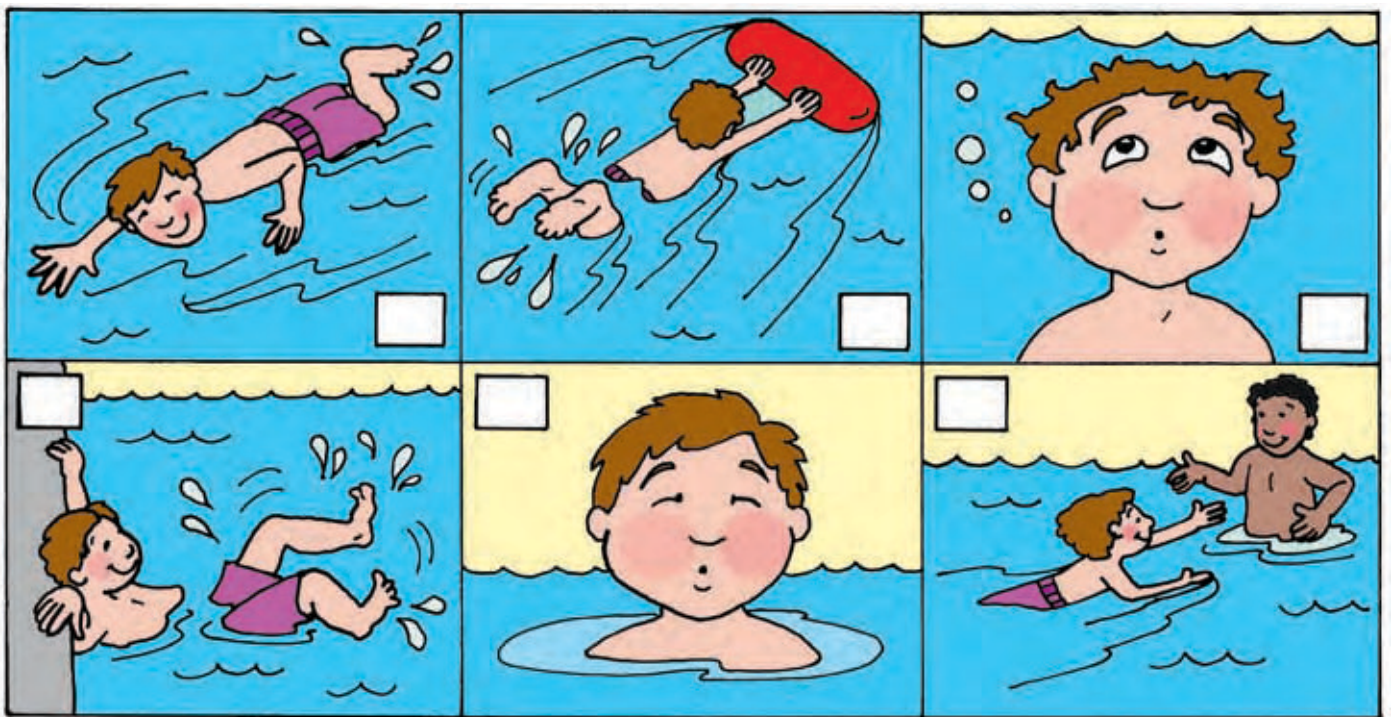
Swimming Lessons



Sequencing means putting the events in a story in the order they happened.

Last summer I learned how to swim. First, the teacher told me to hold my breath. Then I learned to put my head under water. I practiced kicking my feet. While I held on to a float, I paddled around the pool. Next, I floated to my teacher with my arms straight out. Finally, I swam using both my arms and my legs. I did it! Swimming is fun! This summer, I want to learn to dive off the diving board.

Number the pictures in the order that they happened in the story.



Unscramble the letters to tell what the person in the story wants to do next.

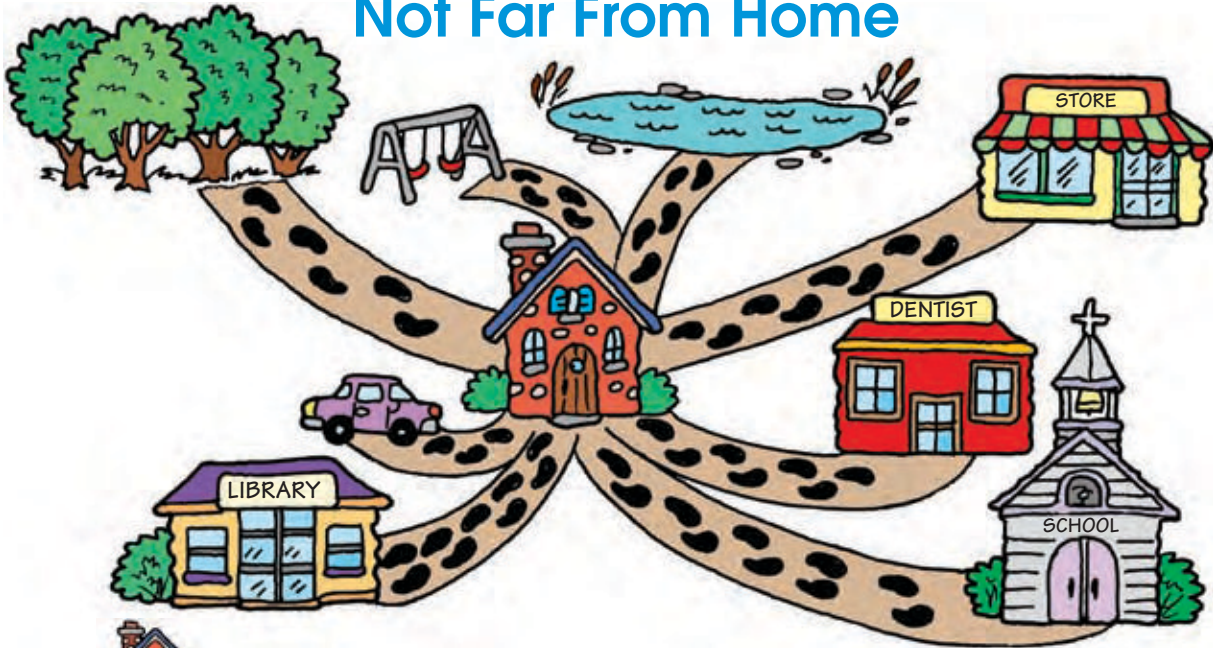
EALNR

OT

IVDE



Not Far From Home



Start at . Write the number of steps to each place.
Write the number of steps back home. Add.



$$\underline{7} + \underline{7} = \underline{14}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Helping Your Child Get Ready: Week 3

These are the skills your child will be working on this week.

Math

- identifying patterns
- writing equations

Reading

- following directions
- drawing conclusions

Writing

- writing to a prompt
- writing statements

Vocabulary

- short vowels
- -ick word family

Grammar

- capitalization

Here are some activities you and your child might enjoy.

Silly Summer Sentences How can *summer* turn into a tongue twister? Guide your child to make up a sentence using the word *summer* and as many other words as possible that start with *s*.

What's Your Estimate? Ask your child to estimate how many times in 60 seconds he or she can . . .

a) say "Mississippi"

b) write his or her name

Then have him or her try each activity and compare the results with the estimate.

Words Can Add Up Assign a monetary value to words. For example, a consonant can be worth one penny and a vowel can be worth one nickel. Challenge your child to find a word with a high value.

Room With a View Invite your child to look out of a window. Have your child describe or draw ten things in the scene. Remind your child to use lots of detail.

Your child might enjoy reading the following books:

Why Mosquitoes Buzz in People's Ears
by Verna Aardema

Fathers, Mothers, Sisters, Brothers
by Mary Ann Hoberman

Thank You, Mr. Falker
by Patricia Polacco














's Incentive Chart: Week 3

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 3	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					
					

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____

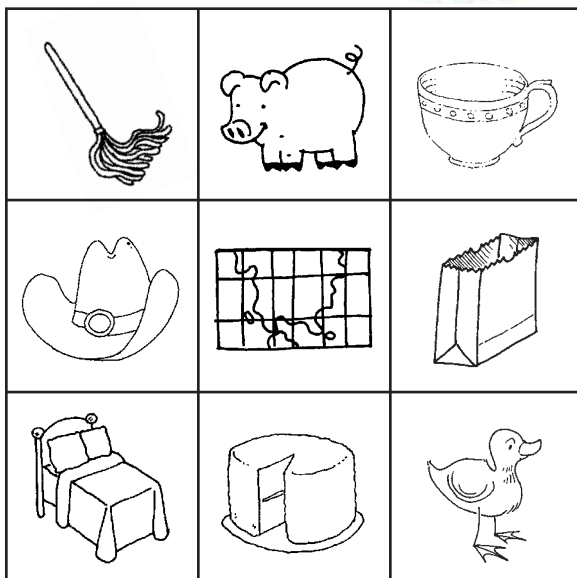


Short Vowel Tic Tac

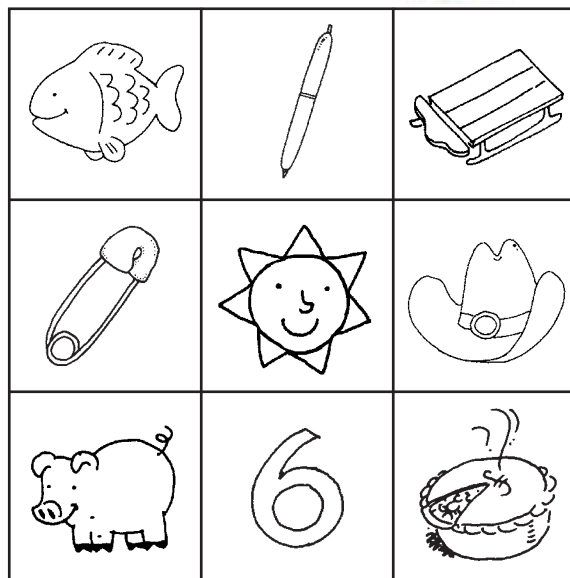
Say the picture names.

Find and color 3 pictures in a row with the same short vowel sound.

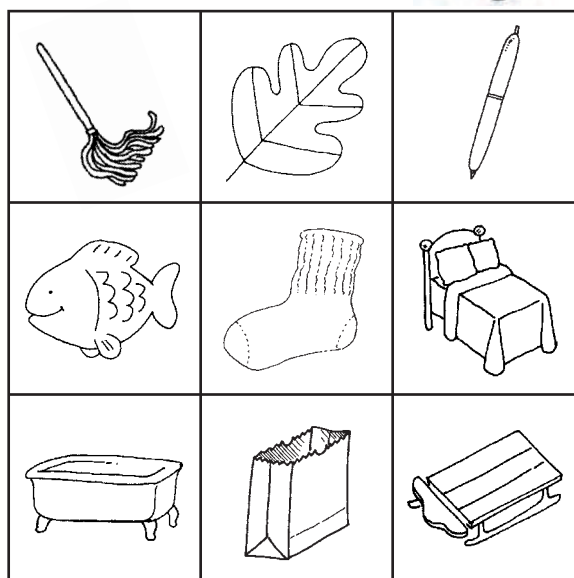
1. Short-a sound as in



2. Short-i sound as in



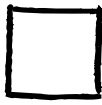


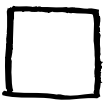

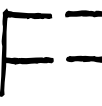




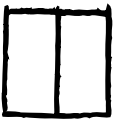
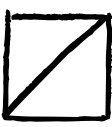
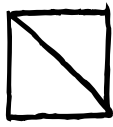
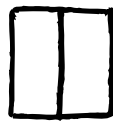











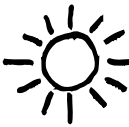
3. Short-e sound as in





Pattern Learner

A **pattern** is a repeated arrangement of numbers, shapes, or lines in a row.
Continue the patterns below.

1.	324, 435, 546, _____, _____
2.	     _____, _____
3.	     _____, _____
4.	    _____, _____
5.	     _____, _____
6.	   _____, _____
7.	A C E G I K _____, _____
8.	11:05, 11:10, 11:15, _____, _____
9.	    _____, _____



Polly Want a Cracker?



Have you ever heard a parrot talk? Parrots are able to copy sounds that they hear. You can train a parrot to repeat words, songs, and whistles. But a parrot cannot say words that it has never heard. People can use words to make new sentences, but a parrot cannot.

Read each sentence. If it is true, color the parrot under True. If it is false, color the parrot under False.

1. You could teach a parrot to sing "Happy Birthday."
2. You could ask a parrot any question, and it could give the answer.
3. A parrot could make up a fairy tale.
4. If a parrot heard your mom say, "Brush your teeth," every night, he could learn to say it, too.
5. It is possible for a parrot to repeat words in Spanish.

True**False**

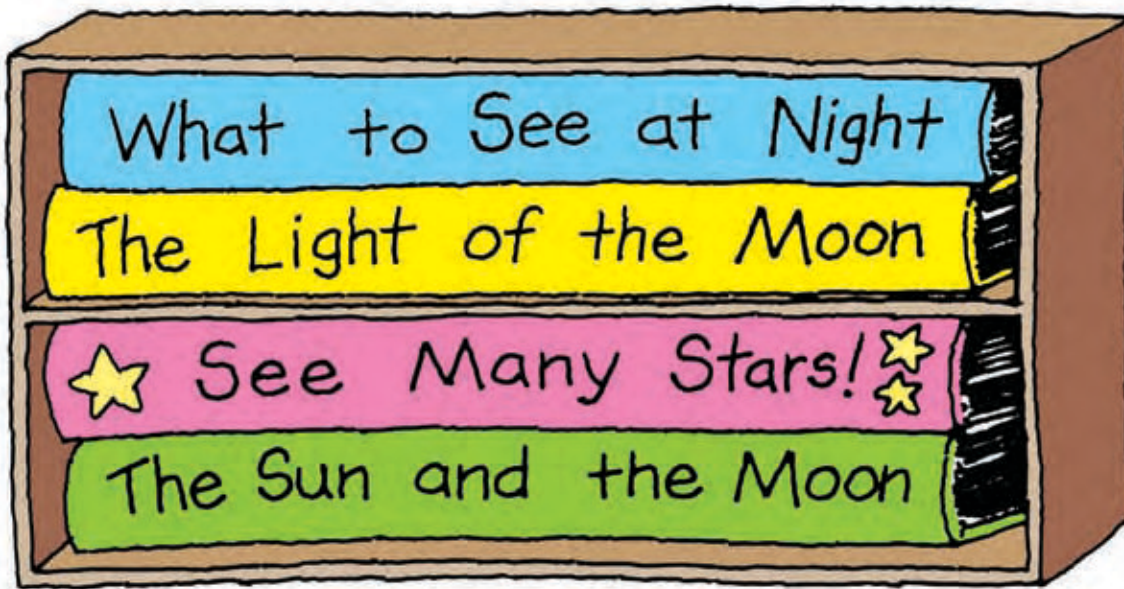
Write what would happen if a parrot heard you say, "No, I can't" too often.



Title Words

Important words in a title are capitalized.

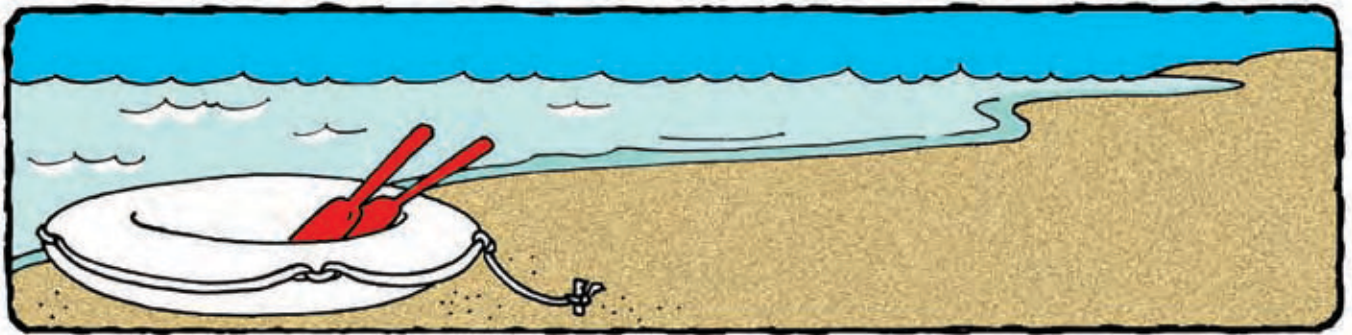
Circle all the words that are capitalized.



Now use some of the words from the titles above to write your own titles.

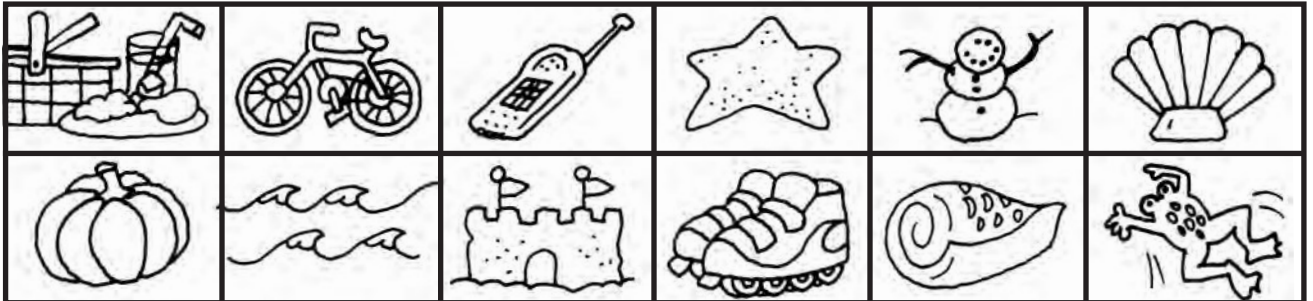


Fun at the Beach



Jack and Joni went to the beach today. Mom spread a blanket on the sand, and they had a picnic. It got very hot, so Jack and Joni jumped into the cold water. They climbed onto a big yellow raft. The waves made the raft go up and down. Later, they played in the sand and built sandcastles. Jack and Joni picked up pretty shells. Joni found a starfish. What a fun day!

1. Color the pictures below that are from the story. Put an X on the ones that don't belong.



2. In the third sentence, find two words that are opposites of each other and circle them with a red crayon.
3. In the fifth sentence, find two more words that are opposites of each other and circle them with a blue crayon.
4. Draw a box around the compound word that tells what Joni found.
5. What color was the raft? Show your answer by coloring the picture at the top of the page.



All About Our Flag



Add stars and stripes to the flag below and color them in.



The colors of the American flag are _____.

The American flag has _____.

These are places where I see the American flag: _____

People display the American flag because _____



More Title Words

Important words in a title are capitalized.

Read the titles. Circle all the words that should be capitalized.

1. look at the stars!
2. the moon shines at night
3. we see planets
4. many moons shine
5. night and day



Read each set of titles. Draw a line under the correct title.

6. The Sun in the Sky
the sun in the sky
7. See the stars!
See the Stars!



Week 3 • Day 4

-ick Word Family

-ick Words

Unscramble each word. Write it on the line.

skic

kiel

ckik

icslk

kchic

tkhic

cpik

ktric

Find and circle each word from the Word Bank.

e u y c k v c h b l k i c k t h c e k f
b j k t r i c k s p x f h q u i c k c k
u y v b l w i c k u y v b l c h i c k w
c k p i c k s p c h c k x f h s l i c k
t f h l i c k u c h y v b c k l s i c k
s p c c k h x f h t h i c k b c k j k h

Word Bank

chick sick

kick slick

lick thick

pick trick

quick wick

Write a sentence using one of the -ick family words.





Coin-Toss Addition

Toss 6 coins. Write **H** for heads or **T** for tails in the circles below to show your toss. Then write the addition equation. Write the number of "heads" first. We did the first one for you. Try it five times.



H **H** **H** **H** **T** **T** Equation: $4 + 2 = 6$

○ ○ ○ ○ ○ ○ Equation: _____

○ ○ ○ ○ ○ ○ Equation: _____

○ ○ ○ ○ ○ ○ Equation: _____

○ ○ ○ ○ ○ ○ Equation: _____

○ ○ ○ ○ ○ ○ Equation: _____

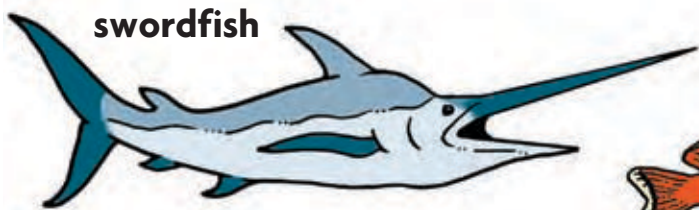


That Sounds Fishy to Me

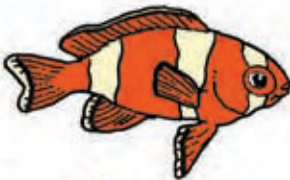


A telling sentence *begins with a capital letter and ends with a period.*

Write a sentence about each fish. Remember to tell a complete idea.



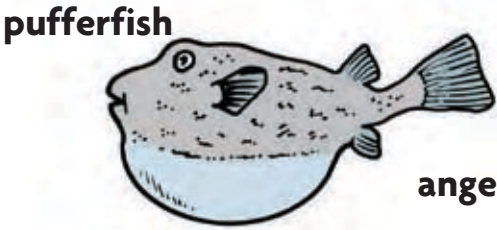
swordfish



clownfish



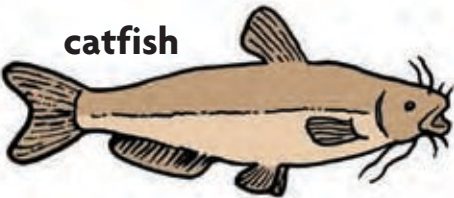
eel



pufferfish



angelfish



catfish



sailfish

- 1. The swordfish has a long snout.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



Helping Your Child Get Ready: Week 4

These are the skills your child will be working on this week.

Math

- adding and subtracting through 18
- adding and subtracting with three addends

Reading

- visualizing
- making inferences

Writing

- punctuating questions

Vocabulary

- final consonants
- -ight word family

Grammar

- sentence types: telling, questions, exclamations, command

Here are some activities you and your child might enjoy.

Starring Role All children like to hear stories about themselves. Help your child feel like a star by sharing memories of him or her, finding stories with characters that have your child's name, or when reading aloud to your child, insert his or her name in place of the main character's.

Compound Interest Point out examples of compound words to your child. Then have him or her keep track of the compound words heard during an hour. Try it another time and challenge your child to improve on his or her last "score."

The Case of the Mysterious Sock Invite your child to find a secret object to put in a sock. Try to guess what it is by feeling the object through the sock. Trade roles. Play again.

Start Collecting Having a collection is a great way for a child to develop higher-level thinking skills like sorting and analyzing. Encourage your child to start one. Leaves, rocks, stamps, or shells are all easy and fun things to collect.



Your child might enjoy reading the following books:

Everybody Cooks Rice
by Norah Dooley

Chester's Way
by Kevin Henkes

Stuart Little
by E.B. White














's Incentive Chart: Week 4

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 4	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!

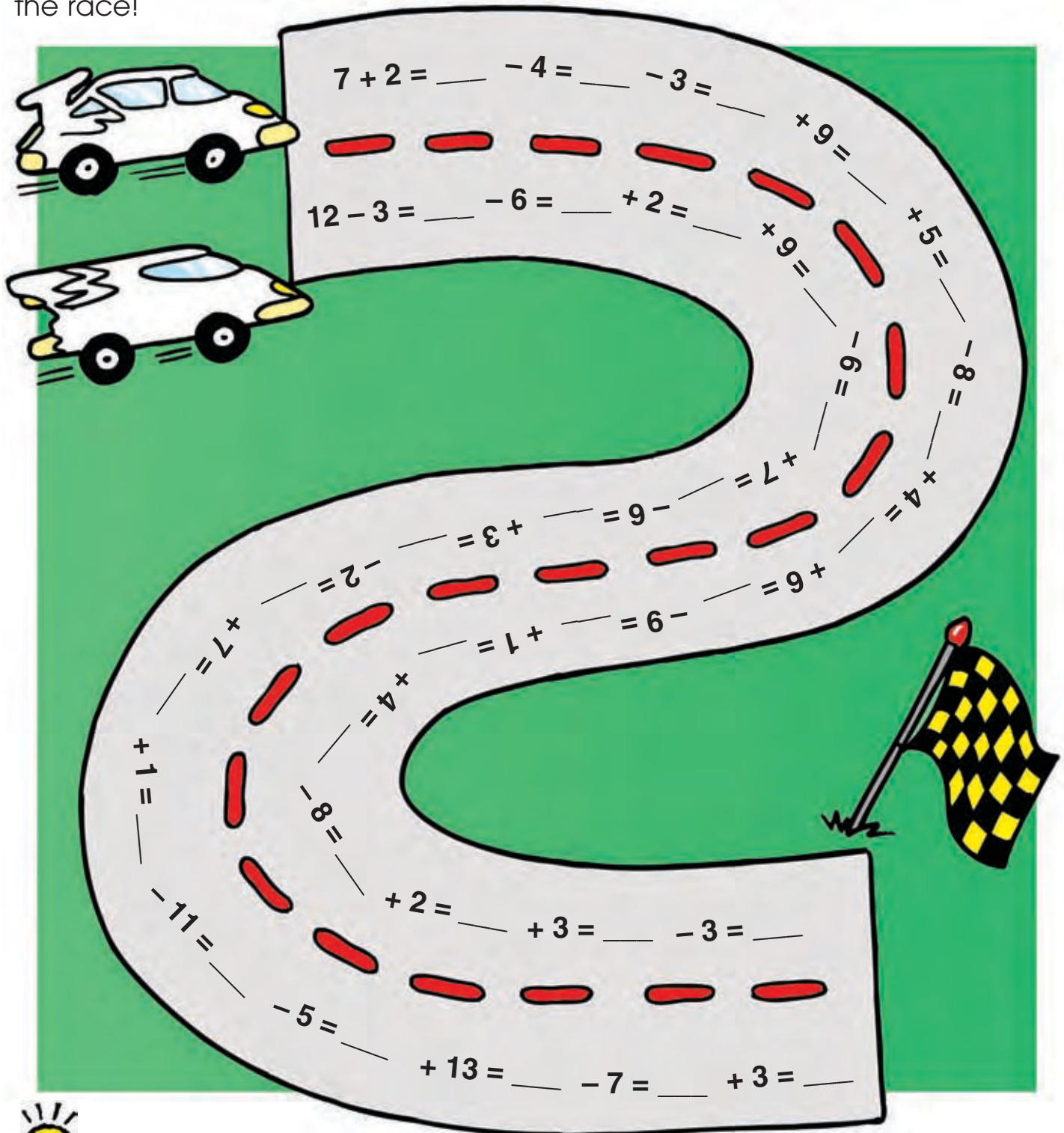


Parent or Caregiver's Signature _____



Race Through the Facts

Add or subtract. The race car that ends with the highest number wins the race!



Color the winning race car blue.



Ask Mother Goose



A sentence that asks a question ends with a **question mark (?)**.
It often begins with one of these words.

Who ...	Where ...	Why ...	Could ...
What ...	When ...	Will ...	



Rewrite the questions using capital letters and question marks.

- where is the king's castle

- who helped Humpty Dumpty

- why did the cow jump over the moon

- will the frog become a prince

- could the three mice see

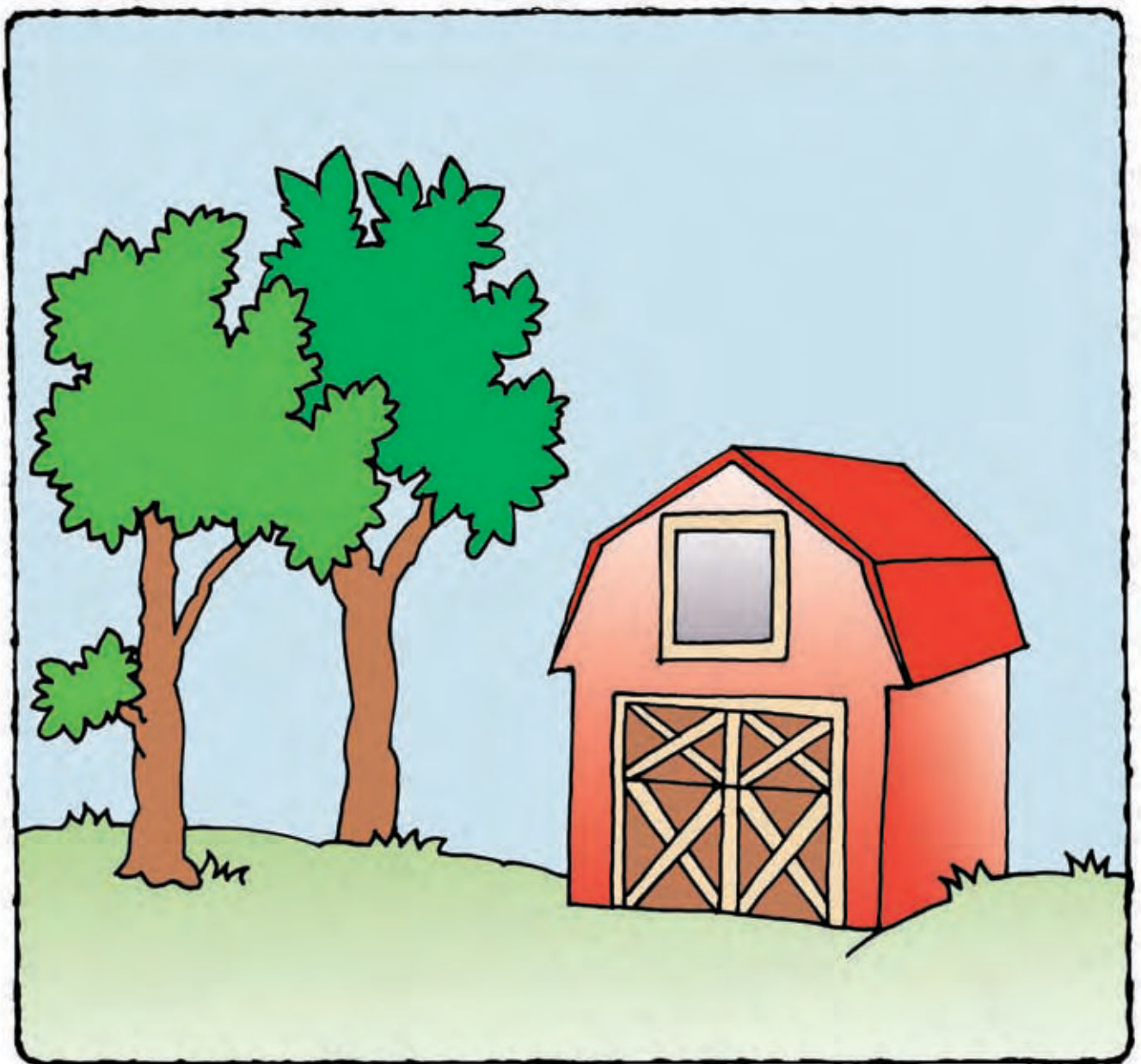




A Stormy Day

Big, black clouds appeared in the sky. Lightning struck the tallest tree. The scared cow cried, “Moo!” It rained hard. Soon there was a mud puddle by the barn door. Hay blew out of the barn window.

Read the story above. Then go back and read each sentence again. Add to the picture everything that the sentences describe.





Telling Sentences and Questions

A **telling sentence** tells something. It begins with a capital letter and ends with a period.

A **question** asks something. It begins with a capital letter and ends with a question mark.

Underline the capital letter that begins each sentence. Add a period (.) if it is a telling sentence. Add a question mark (?) if it is a question.

1. The vet is nice _____
2. She helped my dog _____
3. Did she see your cat _____
4. Is the cat well now _____
5. My cat feels better _____

The order of the words in a sentence can change its meaning.
Change the word order in the telling sentence to make it a question.
Write the question.

6. He will take the cat home.



What Do You See?

Say the words.

Listen for the ending sounds.

Use the Ending Sounds Color Code to make a picture.

Ending Sounds Color Code

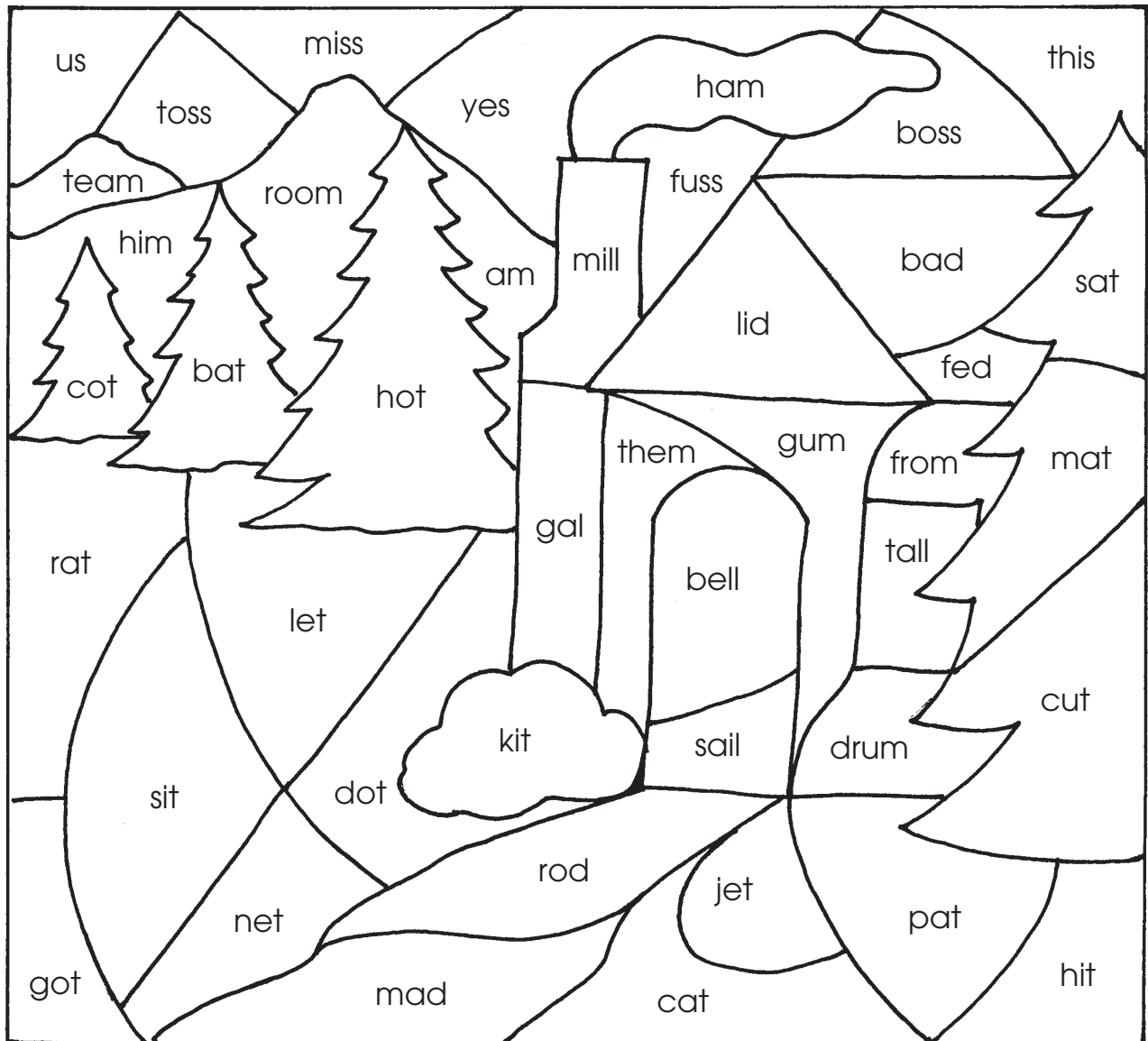
blue = s

green = t

black = d

red = l

white = m





Exclamations and Commands

An **exclamation** shows strong feelings, such as excitement, surprise, or fear. It begins with a capital letter and ends with an exclamation mark (!).

A **command** makes a request or tells someone to do something. It ends with a period or an exclamation mark.

Read each sentence. Write E if the sentence is an exclamation. Write C if the sentence is a command.

1. Ruby copies Angela! _____
2. Look at their dresses. _____
3. They're exactly the same! _____
4. Angela is mad! _____
5. Look at Ruby! _____
6. Show Angela how Ruby hops. _____



Write each sentence correctly.

Exclamation

what a pretty dress

7. _____

Command

don't copy other people

8. _____



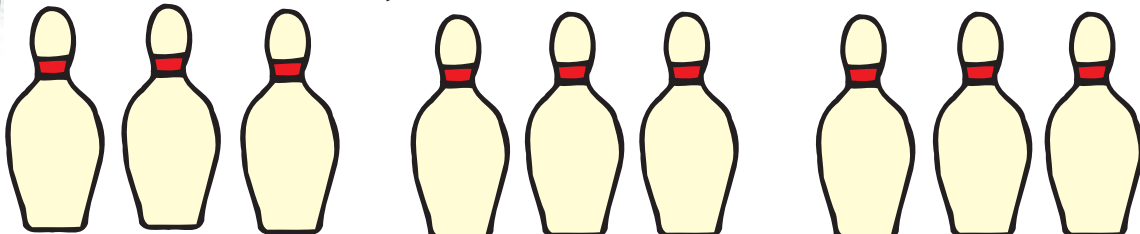
A Perfect Strike

Fill in the missing number.

<p>Three bowling pins are arranged in a triangle. The left pin is labeled 2, the middle pin is labeled 1, and the right pin is labeled 3. Below the pins is a blue bowling ball with three white dots and the number 6.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 9, the middle pin is labeled 16, and the right pin is labeled 3. Below the pins is a blue bowling ball with three white dots and the number 16.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 4, the middle pin is labeled 9, and the right pin is labeled 3. Below the pins is a blue bowling ball with three white dots and the number 9.</p>
<p>Three bowling pins are arranged in a triangle. The left pin is labeled 5, the middle pin is labeled 2, and the right pin is labeled 10. Below the pins is a blue bowling ball with three white dots and the number 10.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 2, the middle pin is labeled 7, and the right pin is labeled 14. Below the pins is a blue bowling ball with three white dots and the number 14.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 2, the middle pin is labeled 5, and the right pin is labeled 11. Below the pins is a blue bowling ball with three white dots and the number 11.</p>
<p>Three bowling pins are arranged in a triangle. The left pin is labeled 3, the middle pin is labeled 4, and the right pin is labeled 13. Below the pins is a blue bowling ball with three white dots and the number 13.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 5, the middle pin is labeled 3, and the right pin is labeled 12. Below the pins is a blue bowling ball with three white dots and the number 12.</p>	<p>Three bowling pins are arranged in a triangle. The left pin is labeled 3, the middle pin is labeled 5, and the right pin is labeled 18. Below the pins is a blue bowling ball with three white dots and the number 18.</p>



Find three different ways to make 8 with 3 numbers.





Types of Sentences; Capital I

A **telling sentence** begins with a capital letter and ends with a period.

A **question** begins with a capital letter and ends with a question mark.

An **exclamation** begins with a capital letter and ends with an exclamation mark.

A **command** begins with a capital letter and ends with a period. The word **I** is always capitalized in a sentence.

Decide if each sentence is a telling sentence, a question, an exclamation, or a command. Write T, Q, E, or C on the lines.

1. My sister and I went to the lake. _____

2. Come see this. _____

3. I saw three little sailboats. _____

4. Put the boat in the water. _____

5. Did I have a good time? _____

6. You bet! I loved it! _____

7. Can I go again soon? _____

What would you do at the lake? Use the word **I** and your own ideas to finish the sentences.

8. At the lake _____ saw _____ .

9. _____ can _____ .

10. My friend and _____ liked _____ best.



Who Am I?



Use details from the story to make decisions about the characters.

Circle the picture that answers the riddle.

1. I have feathers. I also have wings, but I don't fly. I love to swim in icy water. Who am I?



2. I am 3 weeks old. I drink milk. I cry when my diaper is wet. Who am I?



3. I live in the ocean. I swim around slowly, looking for something to eat. I have six more arms than you have. Who am I?



4. I am an insect. If you touch me, I might bite you! I make tunnels under the ground. I love to come to your picnic! Who am I?



5. I am a female. I like to watch movies and listen to music. My grandchildren love my oatmeal cookies. Who am I?



6. I am a large mammal. I live in the woods. I have fur. I stand up and growl when I am angry. Who am I?



7. I wear a uniform. My job is to help people. I ride on a big red truck. Who am I?





Week 4 • Day 5

-ight Word Family

-ight Words

Unscramble each word. Write it on the line.

htgfli _____

fgriht _____

igtknh _____

htmig _____

htfig _____

thlig _____

slhigt _____

httig _____

Find and circle each word from the Word Bank.

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

Word Bank

fight might

flight right

fright sight

knight slight

light tight

Write a sentence using one of the -ight family words.



Helping Your Child Get Ready: Week 5

These are the skills your child will be working on this week.

Math

- adding and subtracting 2-digit numbers
- coin identity and value

Reading

- compare/contrast
- comprehension

Vocabulary

- sight words
- -ill word family

Grammar

- sentence types: statements, questions
- common nouns

Handwriting

- manuscript numbers 1–10

Here are some activities you and your child might enjoy.

Word Chain Develop your child's listening skills by playing Word Chain. In this game, someone says a word, and the next person must say a word that begins with the last letter of the previous player's word.

Connecting Words Give your child a word and encourage him or her to tell you the thing that often goes with it, such as peanut butter (and jelly) or thunder (and lightning). Or, make analogy pairs such as finger and hand (and toe and foot). Playing word association games can help your child build vocabulary by making connections between words.

Fruit Kebobs Your child can practice patterning by creating a tasty snack. Using a small wooden skewer and a selection of three different fruits, such as grapes, strawberries, and banana slices, invite your child to create a pattern with the fruit. Encourage your child to describe the pattern to you, or suggest a pattern for your child to use such as ABCABC or ABACABAC.

Now You See It, Now You Don't Show your child an interesting picture and ask him or her to look at it for a minute. Then turn the picture over and ask your child to list the objects that he or she can remember on a sheet of paper. If you wish, allow your child to look at the picture for another minute to help him or her add more items to the list.



Your child might enjoy reading the following books:

Second-Grade Friends
by Miriam Cohen

Whistle for Willie
by Ezra Jack Keats












The Boxcar Children
by Gertrude Chandler Warner

's Incentive Chart: Week 5

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 5	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					
					

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____



Riddle Fun



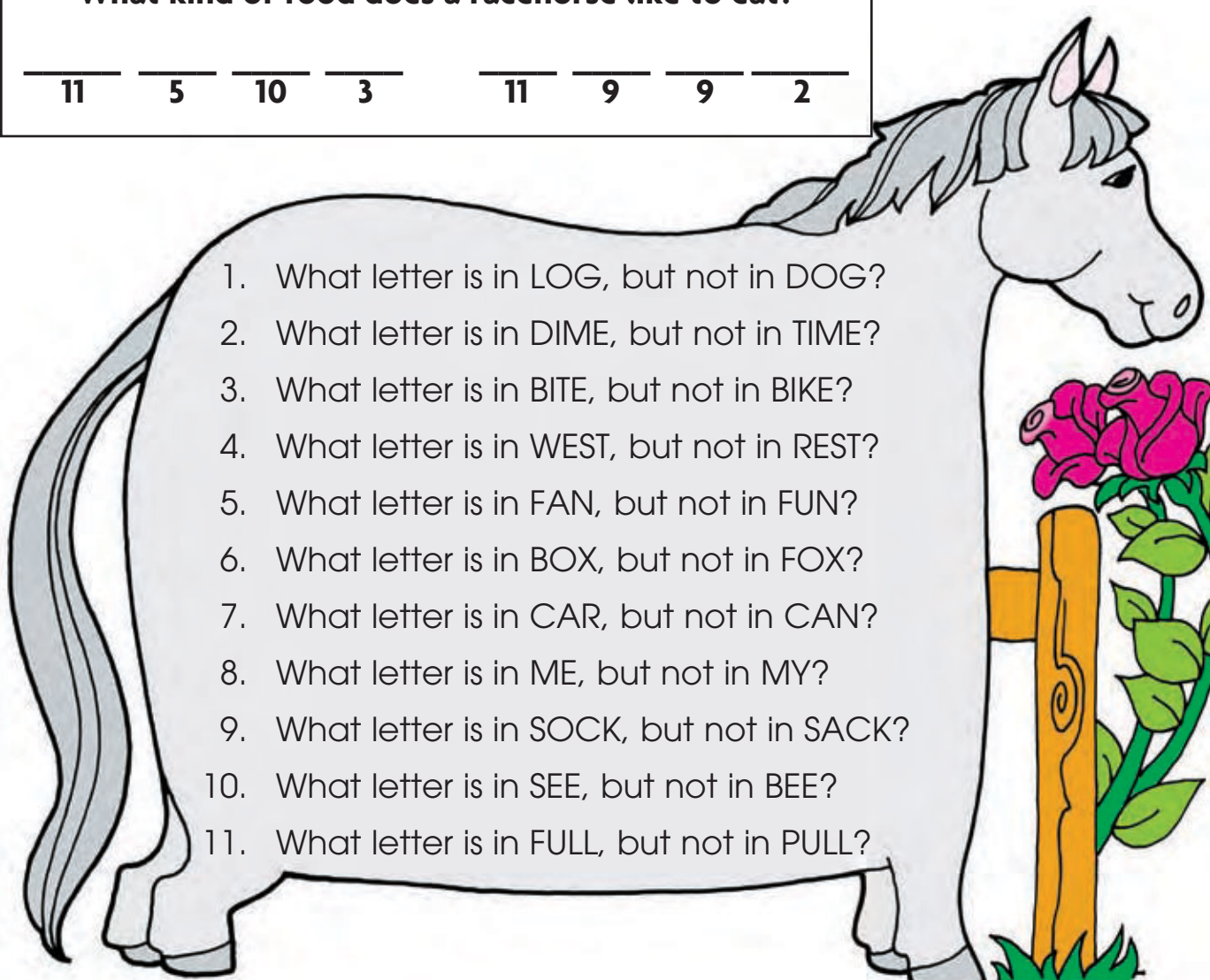
Compare means to look for things that are the same.

Contrast means to look for things that are different.

To solve the riddles in each box, read the clues in the horse.
Then write the letters in the blanks with the matching numbers.

What kind of food does a racehorse like to eat?

11 5 10 3 11 9 9 2

- 
1. What letter is in LOG, but not in DOG?
 2. What letter is in DIME, but not in TIME?
 3. What letter is in BITE, but not in BIKE?
 4. What letter is in WEST, but not in REST?
 5. What letter is in FAN, but not in FUN?
 6. What letter is in BOX, but not in FOX?
 7. What letter is in CAR, but not in CAN?
 8. What letter is in ME, but not in MY?
 9. What letter is in SOCK, but not in SACK?
 10. What letter is in SEE, but not in BEE?
 11. What letter is in FULL, but not in PULL?

What does a rose sleep in at night?

11 1 9 4 8 7 6 8 2



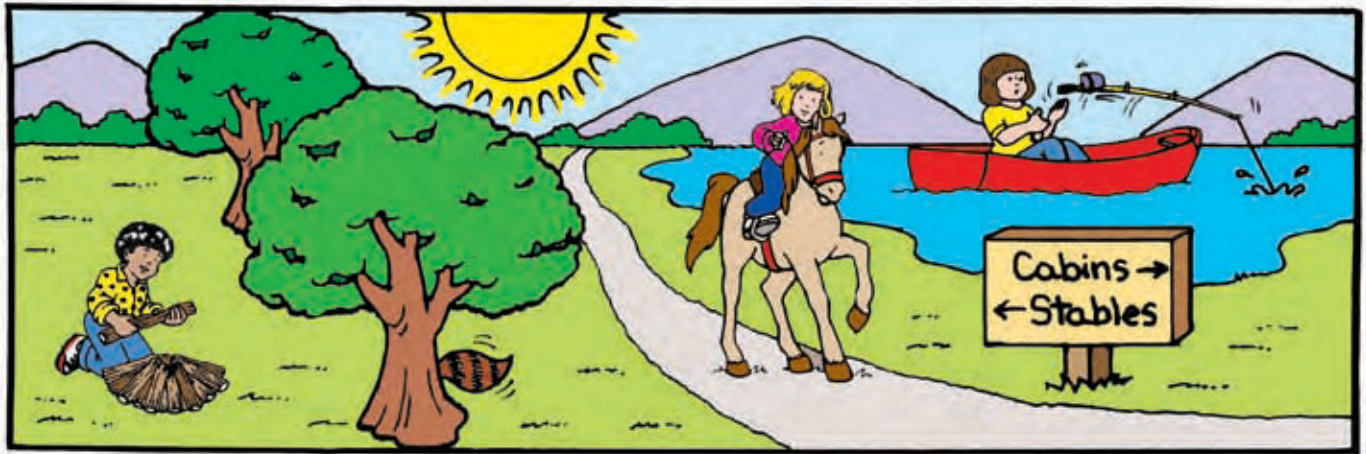
Camp Fiddlestick



A telling sentence is called a **statement**. An asking sentence is called a **question**.
Now ask yourself:

How do sentences begin? How do statements end? How do questions end?

Write three statements and three questions about the picture.



Statements:

1. _____
2. _____
3. _____

Questions:

1. _____
2. _____
3. _____



Sort It Out!

Put each word from the Word Box in the circle where it belongs. We did the first one for you.

Word Box

ask	funny	short
brother	said	children
pretty	brown	took
purple	say	sister
read	school	white

People, Places, and Things (nouns)

Action Words (verbs)

ask

Describing Words (adjectives)



Snuggle Up With a Book

Day of the Week	Reading Minutes
Sunday	97
Monday	28
Tuesday	73
Wednesday	44
Thursday	51
Friday	45
Saturday	80



Use the chart to answer the questions.

- A. What day did Alex read for the longest time?

- B. How many minutes did Alex read on Wednesday and Friday? _____ minutes
- C. What day did Alex read for the shortest time?

- D. How many more minutes did Alex read on Sunday than Tuesday? _____ minutes
- E. How many minutes did Alex read on Monday and Thursday? _____ minutes
- F. How many more minutes did Alex read on Tuesday than Thursday? _____ minutes



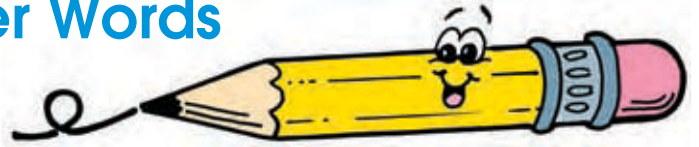
One hour is 60 minutes. On what days did Alex read longer than one hour?

_____, _____, _____



Number Words

Trace and write.



1 one

2 two

3 three

4 four

5 five



More Number Words

Trace and write.



6 six

7 seven

8 eight

9 nine

10 ten

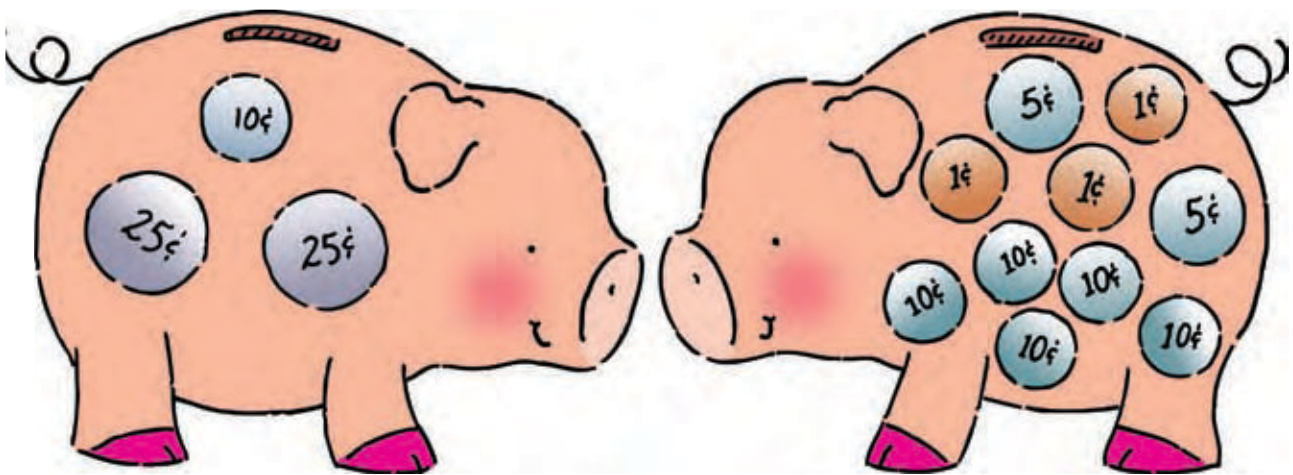


Money Matters

Alex asked his little brother Billy to trade piggy banks.

Alex's bank has these coins:

Billy's has these coins:



Do you think this is a fair trade? _____

Test your answer:

Add up Alex's coins: _____

Add up Billy's coins: _____

Write the totals in this Greater Than/Less Than equation:

_____ > _____

Who has more money? _____



-ill Words

Unscramble each word. Write it on the line.

blil

lwil

lhil

liqul

ildrl

lichl

irlgl

lsil

Find and circle each word from the Word Bank.

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

Word Bank

bill mill

chill quill

drill sill

grill thrill

hill will

Write a sentence using one of the -ill family words.



People, Places, and Things

Common nouns name people, places, or things.

Read each sentence. Circle the common nouns.

1. The boy made a boat.
2. The brothers went to the park.
3. A girl was with her grandmother.
4. Two boats crashed in the lake.
5. Friends used a needle and thread to fix the sail.



Write the common nouns you circled under the correct heading below.

People

Places

Things



Story Comprehension

Read the story. Then answer each question.
Fill in the bubble next to the best answer.



Cats and dogs are good pets. You can find these pets in many homes.

A cat is a good pet. A cat can run and jump. A cat can play with a ball of yarn. A cat can also lick your hand.

A dog is a good pet, too. A dog can chase after a ball. A dog can jump up and catch a stick. A dog can also help keep you safe.

1. What two animals make good pets?
☐ cats
☐ dogs and sharks
☐ dogs and cats
2. What is a good title (name) for this story?
☐ Good Pets
☐ Cats at Home
☐ Pet Food
3. What can both cats and dogs do?
☐ jump up and catch a stick
☐ keep you safe
☐ run and jump





Helping Your Child Get Ready: Week 6

These are the skills your child will be working on this week.

Math

- graphing
- simple fractions

Reading

- finding the main idea
- reading for details

Writing

- writing to a prompt

Vocabulary

- word categories
- -ink word family

Grammar

- nouns as subjects
- capitalizing proper nouns

Handwriting

- manuscript shapes

Here are some activities you and your child might enjoy.

What's in the Bag? Before putting groceries away, have your child sort the items into categories and explain why he or she decided to group things in a certain way. This activity will help your child understand similarities and differences, as well as exercise descriptive skills.

What's in a Label? Show examples of food labels to your child. Can he or she find a picture and some numbers on the label? Ask: *What do they tell you?*

Two's Company Ask your child to look around and find things that comes in a group, such as twos, fives, or tens.

Shopping List Maker Invite your child to become your official shopping list maker. Dictate to him or her all the items you'll need to purchase on your next trip to the grocery store. This is a great way to build spelling skills.

Your child might enjoy reading the following books:

Cam Jansen and the Mystery of the Carnival Prize
by David A. Adler

Arthur's New Puppy
by Mark Brown

The Littles
by John Peterson














's Incentive Chart: Week 6

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 6	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!



Parent or Caregiver's Signature _____



Kinds of Groups

Read each sentence. Write the correct word from the box to complete the sentence.


clothing
number

flower
shape


dessert
animal

tool
dish

1. A  is a kind of _____.


2. A  is a kind of _____.

3. A  is a kind of _____.

4. A  is a kind of _____.

5. A  is a kind of _____.

6. A  is a kind of _____.

7. A  is a kind of _____.

8. A **6** is a kind of _____.



Read the words in the box again. Think of another example for each group.



Nouns in Sentences

The **subject** of a sentence is usually a noun.

Choose a word from the tent to use as the subject of each sentence.

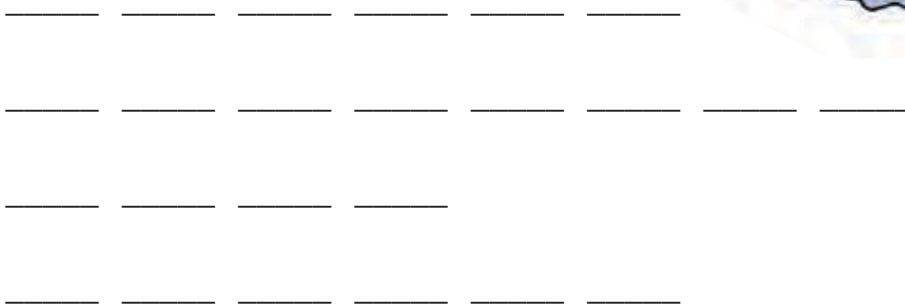
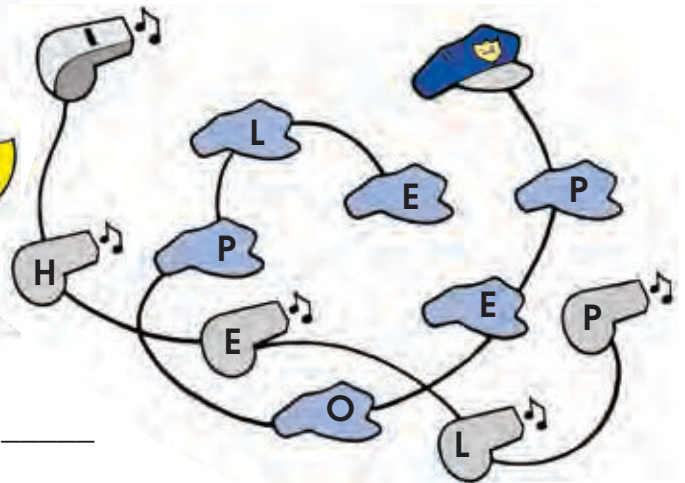
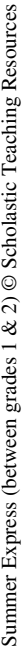


1. The _____ sit on the benches in the tent.
2. A small _____ drives into the ring.
3. This funny _____ jumps out.
4. His big _____ flop.
5. The _____ strikes up a tune.
6. Lively _____ fills the tent.

Write a sentence of your own. Use one of the nouns from the tent as the subject.



What do you think the main idea of this story is? To find out, read the letters that are connected in the puzzle. Write the letters in order beside the matching shapes.





My Favorite Sport



What is your favorite sport? In the box, draw a picture of you playing your favorite sport.



Write three things you know about your favorite sport.
Use the words in the word bank if you need help.

1. _____

2. _____

3. _____

WORD BANK






- goal
- team
- ball
- field
- court
- run
- score
- net
- players








Five Senses

We learn about the world by using our 5 senses. The 5 senses are seeing, hearing, smelling, touching, and tasting.

Look at the pictures on the left side of the graph. Think about which of your senses you use to learn about it. Draw a checkmark in the box to show the senses used. (Hint: You might use more than one.)

	See	Hear	Smell	Touch	Taste
					
					
					
					
					

Now graph how many senses you used for each object.

5					
4					
3					
2					
1					
					



Capitalize Names and Places

Special names of people and places always begin with capital letters. They are called **proper nouns**.


Read the postcard. Find the proper nouns. Write them correctly on the lines below.

Dear sue,

It's very hot here in california. We visited the city of los angeles. Then we swam in the pacific ocean. I miss you.

Love,
tonya

sue wong
11 shore road
austin, texas 78728



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Write a sentence with a proper noun. Underline the capital letter or letters in the proper noun. Then write whether it names a person or a place.



Gorillas



Details are parts of a story. Details help you understand what the story is about.

Gorillas are the largest apes. They live in the rain forests of Africa. Every morning, they wake up and eat a breakfast of leaves, fruit, and bark. During most of the day, the adult gorillas take naps. Meanwhile, young gorillas play. They wrestle and chase each other. They swing on vines. When the adults wake up, everyone eats again. When there is danger, gorillas stand up on their hind legs, scream, and beat their chests. Every night before it gets dark, the gorillas build a new nest to sleep in. They break off leafy branches to make their beds, either on the ground or in the trees. Baby gorillas snuggle up to their mothers to sleep.

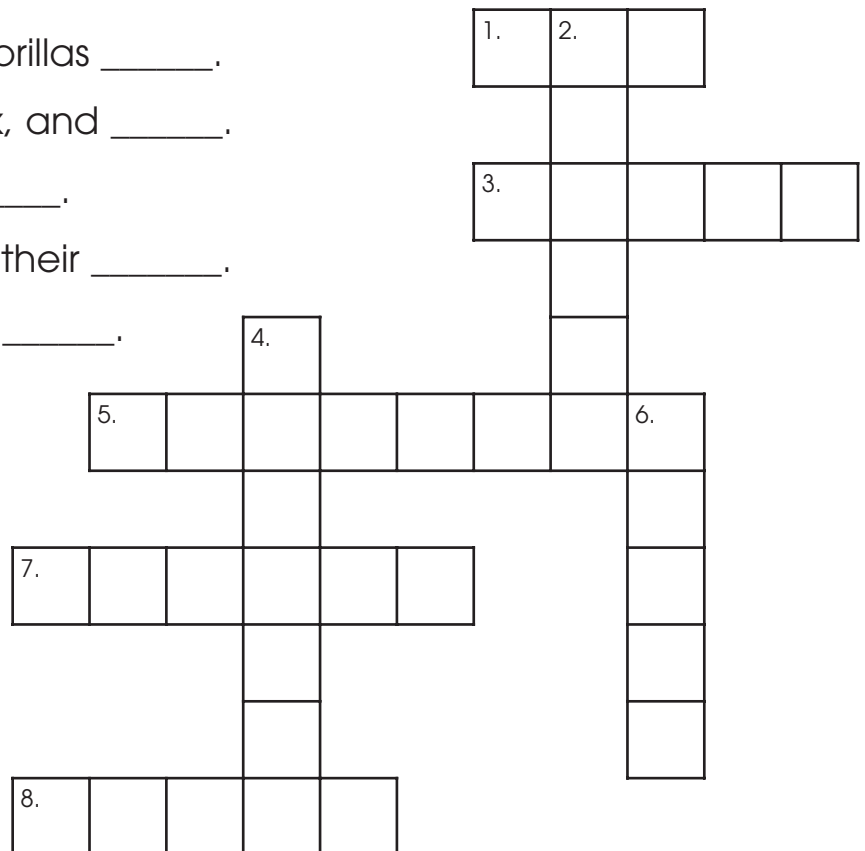
Find the answers to the puzzle in the story. Write the answers in the squares with the matching numbers.

Across

1. During the day, adult gorillas _____.
3. Gorillas eat leaves, bark, and _____.
5. The largest apes are _____.
7. In danger, gorillas beat their _____.
8. Young gorillas swing on _____.

Down

2. The continent where gorillas live is _____.
4. When young gorillas play, they _____ and chase each other.
6. Baby gorillas snuggle up to their mothers to _____.



On another sheet of paper, write two things gorillas do that people also do.



Week 6 • Day 4

-ink Word Family

-ink Words

Unscramble each word. Write it on the line.

sikn _____

rnki _____

knwi _____

hki nt _____

dknri _____

nstki _____

nlik _____

kinp _____

Find and circle each word from the Word Bank.

s p x f h t h i n k t h f s t i n k y l
r e p i n k s p x f h s i n k t h c h f
t h f w i n k u y v b j k c h b n k i y
d r i n k s p b j k h s h r i n k t h f
u y v b j k b l s l i n k t h f l i n k
k b n k j k t h f r i n k s p x f n k h

Word Bank

drink sink

link slink

pink stink

rink think

shrink wink

Write a sentence using one of the -ink family words.

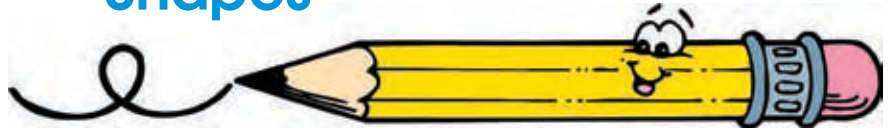




Week 6 • Day 5

Handwriting

Shapes

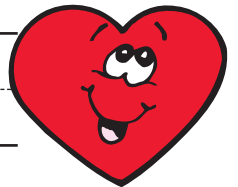


Trace and write.

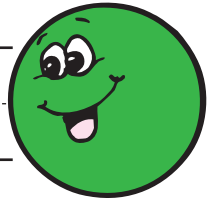
oval



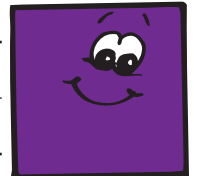
heart



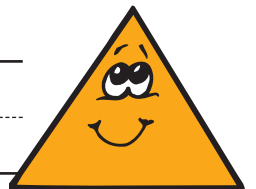
circle



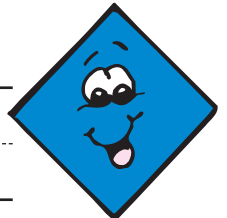
square



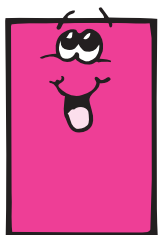
triangle



diamond



rectangle

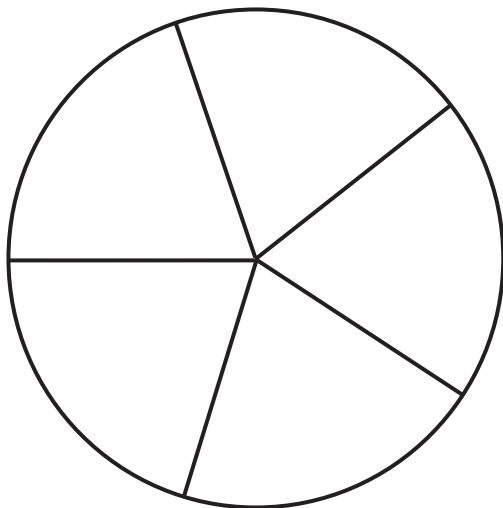




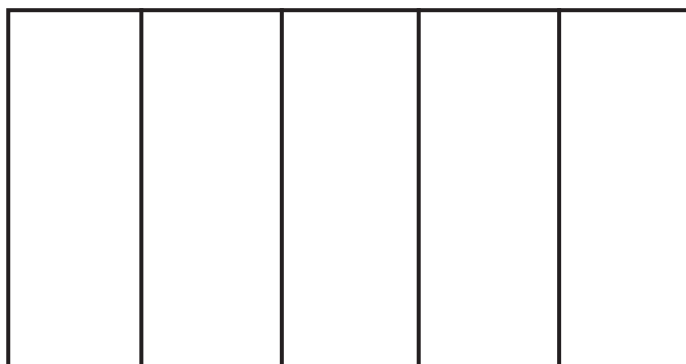
Parts to Color

A fraction has two numbers. The top number will tell you how many parts to color. The bottom number tells you how many parts there are.

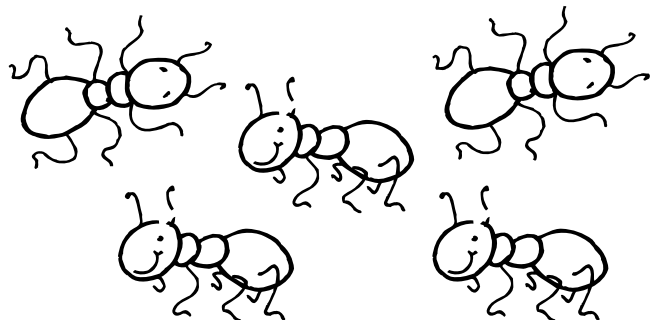
Color $\frac{1}{5}$ of the circle.



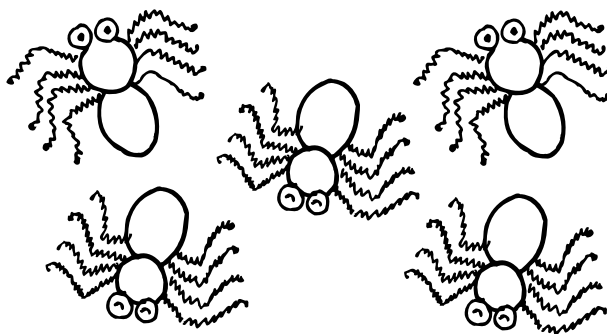
Color $\frac{4}{5}$ of the rectangle.



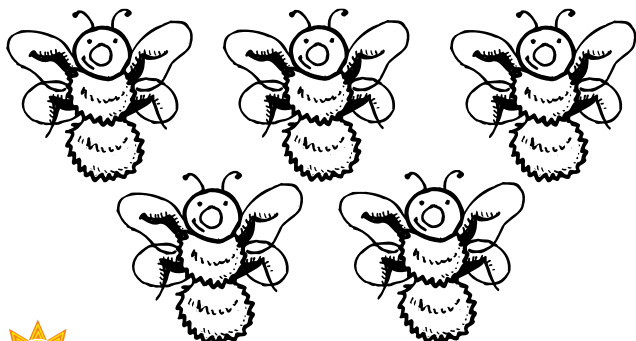
Color $\frac{3}{5}$ of the ants.



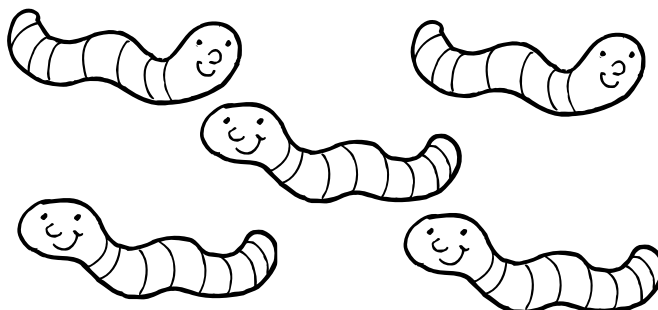
Color $\frac{2}{5}$ of the spiders.



Color $\frac{0}{5}$ of the bees.



Color $\frac{5}{5}$ of the worms.





Helping Your Child Get Ready: Week 7

These are the skills your child will be working on this week.

Math

- telling time
- adding 2-digit numbers without regrouping

Reading

- real or fantasy
- sequencing

Writing

- writing to a prompt

Vocabulary

- long vowels
- -ock word family

Grammar

- plural nouns

Handwriting

- manuscript days of the week

Here are some activities you and your child might enjoy.

Who Is It? Play a guessing game. Give your child clues about someone your family knows. Can he or she guess this person's identity? Trade roles. Play again.

What's My Sign? When you go places with your child, ask him or her to look around and record as many signs and symbols as possible and then share the list. Discuss why some road signs do not have words and others do. Encourage your child to make up his or her own "road signs" to post around your home.

Two-Minute Lists Give your child two minutes to list as many plural words as he or she can think of that end with the letter s.

Summer Games Plan a mini "Summer Olympics" with your family. Play classic picnic games such as a water-balloon toss or a three-legged race, or make up fun games of your own. Take turns trying them!

Your child might enjoy reading the following books:

Cloudy With a Chance of Meatballs
by Judi Barrett

Horrible Harry in Room 2B
by Suzy Kline

Cookie's Week
by Cindy Ward














's Incentive Chart: Week 7

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 7	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!



Parent or Caregiver's Signature _____



Week 7 • Day 1

Handwriting

Days of the Week



Trace and write.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



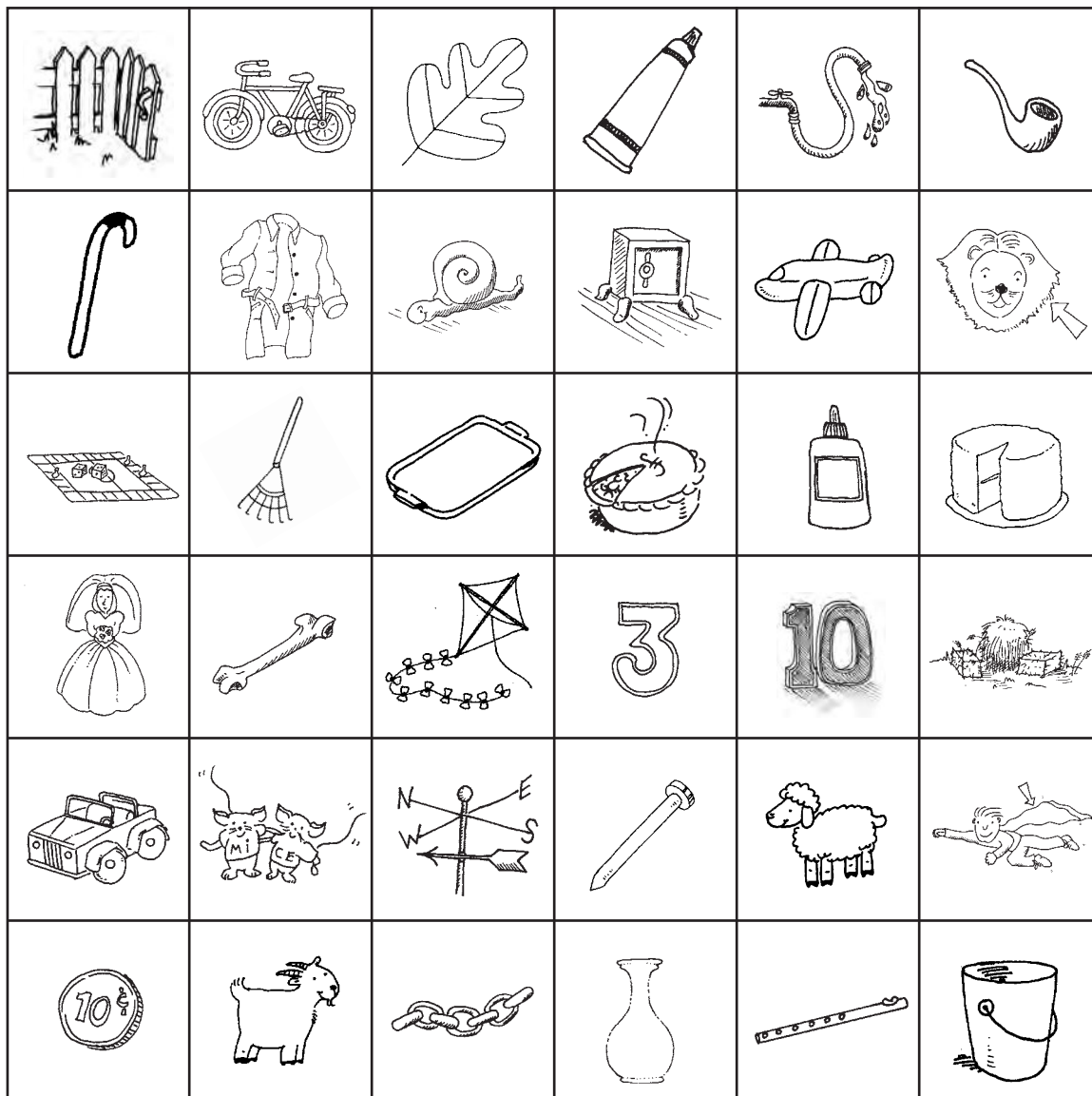
Picture Maze

Can you get to the end of this maze?

Say the picture names. Listen for the sound of long *a*.

Color the picture if the name has the long-*a* sound.

Start



Finish



More Than One

Many nouns, or naming words, add **-s** to show more than one.

Read the sets of sentences. Draw a line under the sentence that has a naming word that names more than one.

1. Jan has her mittens.

Jan has her mitten.

2. She will run up a hill.

She will run up hills.

3. Jan runs with her dogs.

Jan runs with her dog.

4. The dogs can jump.

The dog can jump.

Look at each picture. Read each word. Write the plural naming word that matches the picture.

5.



cat

6.



sock



Fun at the Farm



Story events that can really happen are **real**. Story events that are make-believe are **fantasy**.

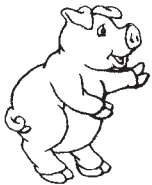
Read each sentence below. If it could be real, color the picture. If it is make-believe, put an X on the picture.



Dairy cows give milk.



The farmer planted pizza and hamburgers.



The pig said, "Let's go to the dance tonight!"



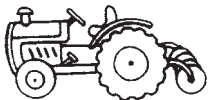
The mouse ate the dinner table.



The hay was stacked in the barn.



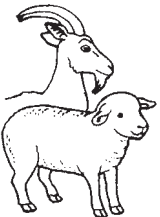
The newborn calf walked with wobbly legs.



The green tractor ran out of gas.



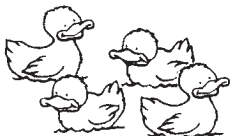
Two crickets sang "Mary Had a Little Lamb."



The goat and the sheep got married by the big tree.



Rain made the roads muddy.



Four little ducks swam in the pond.



The farmer's family ate a pie.



On another sheet of paper, write one make-believe sentence about the farmer's house and one real sentence about it.



More Than One

A **plural** noun names more than one person, place, or thing.

To make most nouns plural, add an **-s**.

Study the picture. Read the words. Write the plural of the word if there is more than one in the picture.

**One****More Than One**

1. girl _____
2. boy _____
3. doll _____
4. lion _____
5. poster _____
6. balloon _____

One**More Than One**

7. ball _____
8. hoop _____
9. man _____
10. cap _____
11. shirt _____
12. hand _____

Write a sentence using one of the plural nouns.



All About Ice Cream



Draw the tallest ice cream cone you can in the box.

Write three things you know about ice cream. Use the words in the word bank if you need help.

1.

2.

3.

WORD BANK

cold	tasty
flavors	cone
colors	chocolate
melts	vanilla
sweet	yummy

If you could invent an ice cream flavor, what would it be?



Counting on Good Manners

Add. Then use the code to write a letter in each oval to find the "good manner" words.

$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ + 31 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ + 34 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 31 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ + 43 \\ \hline \end{array}$

○ ○ ○ ○ ○ ○

$\begin{array}{r} 40 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ + 24 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ + 25 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 42 \\ \hline \end{array}$

○ ○ ○ ○ ○

$\begin{array}{r} 54 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 25 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 52 \\ \hline \end{array}$

○ ○ ○ , ○ ○

$\begin{array}{r} 50 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ + 43 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 61 \\ \hline \end{array}$

○ ○ ○ ○ ○ ○ ○

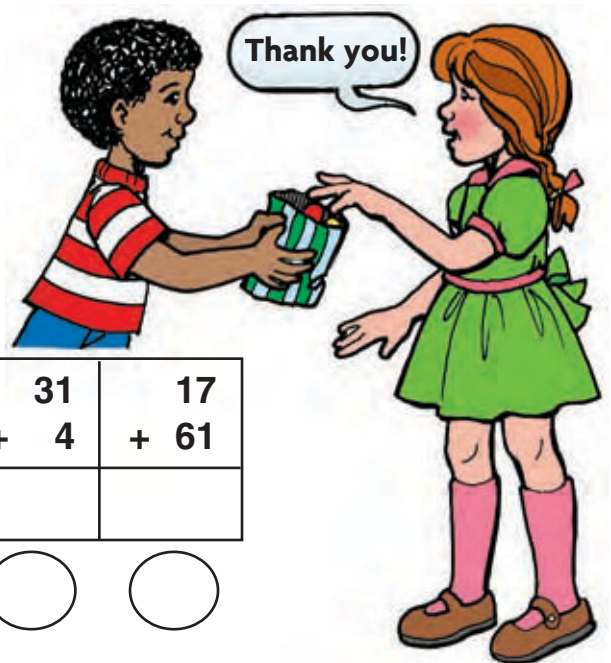
Code

18 C	21 P	25 O	32 R	35 M	44 S	46 A	50 T
59 Y	66 U	67 H	78 E	79 N	80 W	83 K	93 L



$\begin{array}{r} 57 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ + 32 \\ \hline \end{array}$

○ ○ ○





-ock Words

Unscramble each word. Write it on the line.

crko

kfcol

skoc

okknc

cosmk

cclok

olkc

dkoc

Find and circle each word from the Word Bank.

s p b j k x f h r o c k u c h y u v b l
l o c k u y c k v c k b l f l o c k i y
t h c k b j k h f k n o c k t h c k i f
f r o c k s p x b j k f h s o c k t h f
c l o c k t c h h c k f d o c k x f c k
t b j k h f c r o c k s p h s m o c k k

Word Bank

clock knock

crock lock

dock rock

flock smock

frock sock







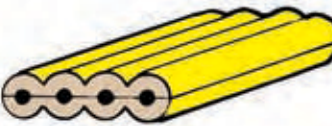
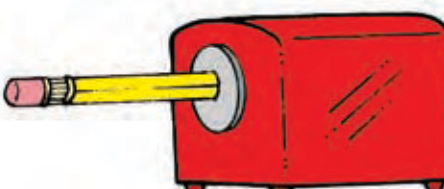
Write a sentence using one of the -ock family words.



A Pencil Sandwich?

How does the lead get inside a wooden pencil? Pencils are made out of strips of wood cut from cedar trees. Then grooves are cut in the strips. Graphite is laid into the grooves. (We call it lead, but it is really graphite.) Then another strip of wood is glued on top of the first one, making a pencil sandwich! The wood is rounded in rows on the top strip of wood and the bottom strip. Then the pencils are cut apart and painted. An eraser is added on the end and held in place by a metal ring. When you buy a pencil, you sharpen it, and then you are ready to write.

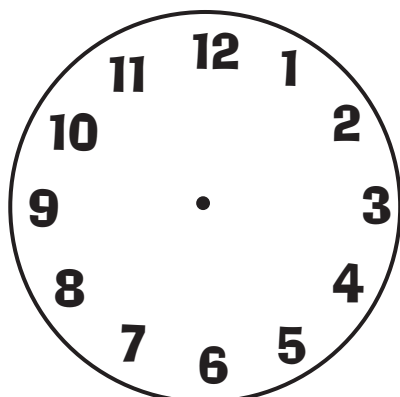
Look at the pictures. Number them in the order that they happen in the story.

<input type="checkbox"/>		graphite added
<input type="checkbox"/>		strips of wood
<input type="checkbox"/>		pencil sandwich
<input type="checkbox"/>		grooves
<input type="checkbox"/>		cut apart and painted
<input type="checkbox"/>		eraser added
<input type="checkbox"/>		rounded on top and bottom
<input type="checkbox"/>		sharpen

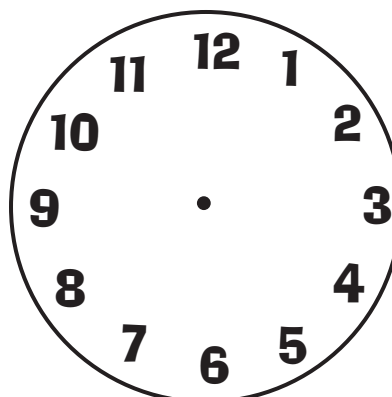


Clock Work

Draw the hands on the clock so it shows 4:00.

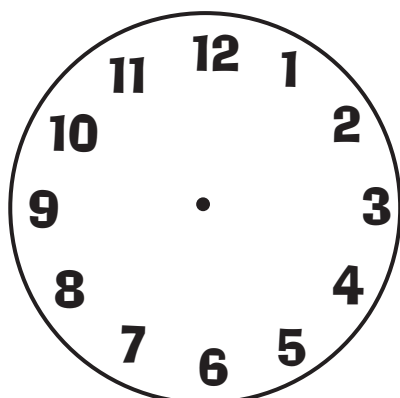


Draw the hands on the clock so it shows 4:30.

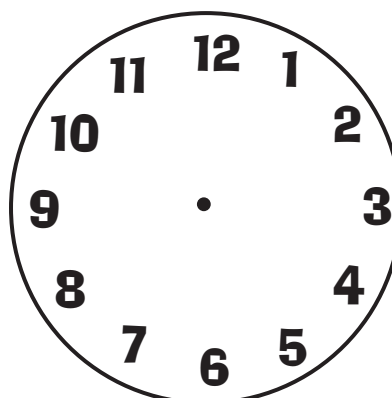


What do you do at 4:00 in the afternoon? Write about it on the lines below.

Draw the hands on the clock so it shows 6:00.



Draw the hands on the clock so it shows 6:30.



What do you do at 6:00 in the evening? Write about it on the lines below.



Helping Your Child Get Ready: Week 8

These are the skills your child will be working on this week.

Math

- subtracting 2-digit numbers without regrouping
- regrouping review: ones and tens

Reading

- classifying
- making predictions

Vocabulary

- long and short vowels
- -ump word family

Grammar

- verbs

Handwriting

- manuscript months of the year

Here are some activities you and your child might enjoy.

Less Is More Provide your child with a reclosable bag containing 25 pennies, 5 nickels, and 1 quarter. Encourage him or her to count the pennies by arranging them into groups of 5. Explain that a quarter is worth 25 cents and 5 nickels also equals 25 cents. Ask questions such as *How many pennies are in a nickel? Which is worth more: 75 pennies or 4 quarters?*

Simon Says This favorite game can be used to practice a specific skill or concept such as prepositions. For example, say *Simon says, "Put your hands behind your back,"* or *Simon says, "Walk across the room,"* or *Put your palm under your chin.* Remind your child to follow instructions only when "Simon Says."

Sidewalk Chalkboard Your child may find practicing spelling words or handwriting more like play when using colorful sidewalk chalk outdoors. Challenge your child to write words as big as possible, then as small as possible.

Surprise Story Cut out ten pictures from a magazine. Put them in a bag. Invite your child to take them out one at a time to tell a story.



Your child might enjoy reading the following books:

The Art Lesson
by Tomie dePaola

A House Is a House for Me
by Mary Ann Hoberman

If You Give a Pig a Pancake
by Laura Numeroff














's Incentive Chart: Week 8

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 8	Day 1	Day 2	Day 3	Day 4	Day 5
 I read for...					
minutes	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.	 	 	 	 	 

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____



Color the Bowtie

Do the subtraction problems in the picture below.
Then use the Color Key to tell you what color to
make each answer.

Color Key

14 = pink 47 = yellow
26 = purple 63 = green
33 = blue

The bowtie shape is divided into 12 sections, each containing a subtraction problem. The central octagon is empty.

Section	Subtraction Problem	Answer
Top Left	$77 - 30$	47
Top Left-In	$76 - 62$	14
Top Center	$59 - 12$	47
Top Right-In	$85 - 52$	33
Top Right	$98 - 84$	14
Top Far Right	$87 - 40$	47
Right-In	$38 - 12$	26
Right Center	$75 - 12$	63
Right Far Right	$97 - 50$	47
Bottom Right-In	$97 - 71$	26
Bottom Far Right	$99 - 52$	47
Bottom Right	$97 - 64$	33
Bottom Center	$87 - 73$	14
Bottom Left-In	$43 - 10$	33
Bottom Left	$98 - 51$	47
Left-In	$77 - 14$	63
Left Center	$88 - 62$	26
Left Far Left	$58 - 11$	47
Left In	$98 - 35$	63
Center	$69 - 22$	47



On another sheet of paper, draw a picture of four of your friends or family members. Give each one a bowtie!



What's Missing?

Something is missing from each picture. Read the clues and look at the pictures carefully to find out what it is. Say the name of each missing item and add it to the picture.



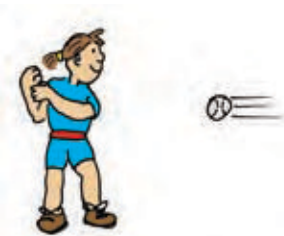
1.
Clue: long *i*
You fly it.



2.
Clue: short *i*
You play on it.



3.
Clue: long *a*
You put flowers in it.



4.
Clue: short *a*
You hit a ball with it.



5.
Clue: long *e*
You need two.



6.
Clue: short *e*
You sleep on it.



7.
Clue: long *o*
You drive on it.



8.
Clue: short *o*
You wear it on your foot.



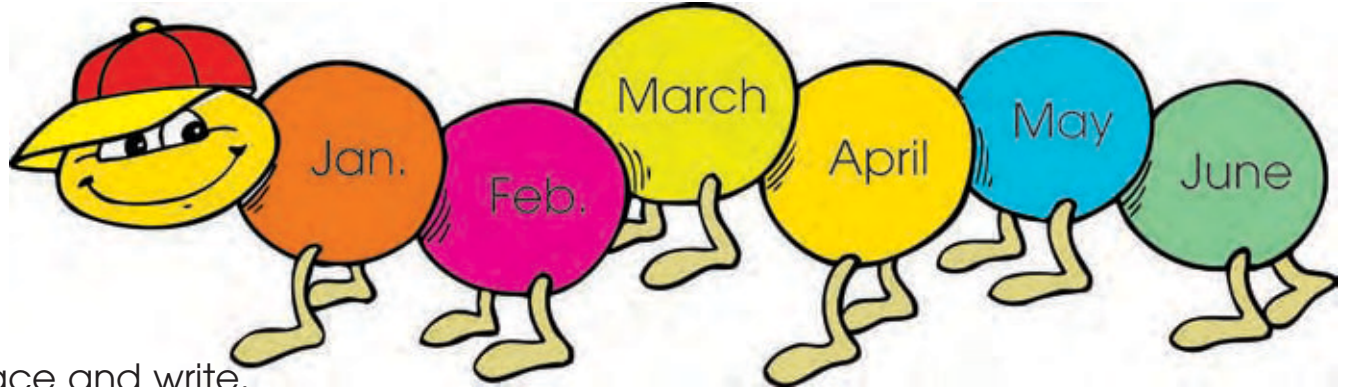
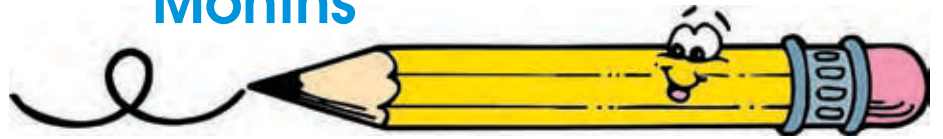
9.
Clue: short *u*
You drink from it.



Week 8 • Day 2

Handwriting

Months



Trace and write.

January

February

March

April

May

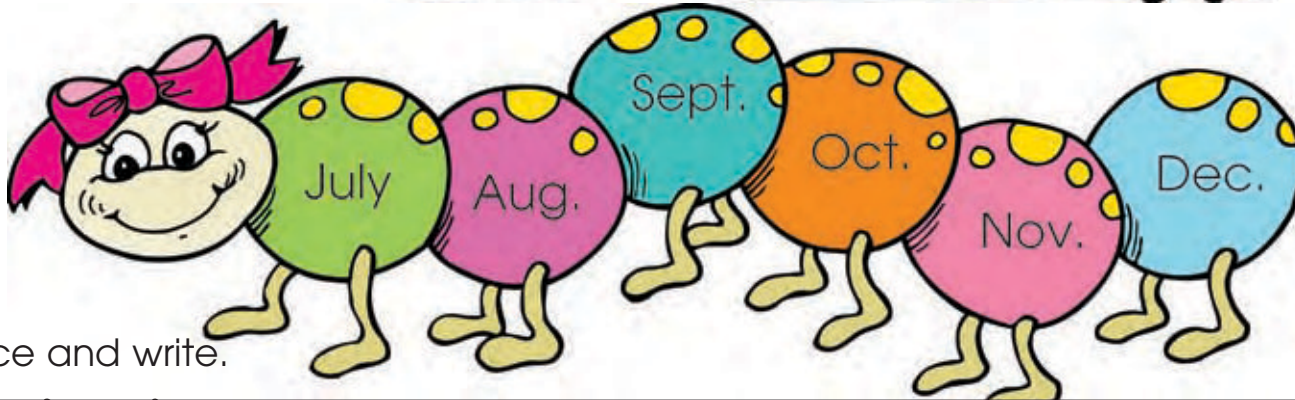
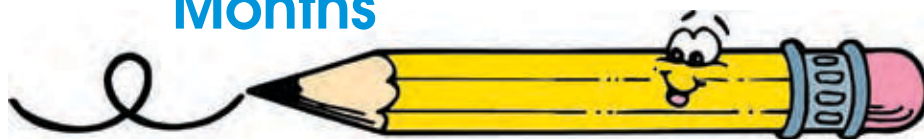
June



Week 8 • Day 2

Handwriting

Months



Trace and write.

July

August

September

October

November

December



Summer Vacation



Grouping like things together helps you see how parts of a story are connected and makes the story easier to understand.

Last summer, Dad, Mom, Tim, and Tara went to the beach in Florida. They swam, fished, built sandcastles, and went sailing. Mom brought a picnic lunch. She spread a blanket on the sand and set out ham sandwiches, potato chips, apples, and cookies. She brought lemonade in the cooler. Later, Tim and Tara walked along the beach and saw a crab walking sideways. A stray dog was barking at it. A starfish had washed up on the beach, too. Tim threw bread crumbs up in the air to feed a flock of seagulls. Then the family went back to the hotel, and Tim and Tara played video games until bedtime.



Use the story to find the answers. Fill in the blanks.

People Who Went to the Beach

Picnic Items


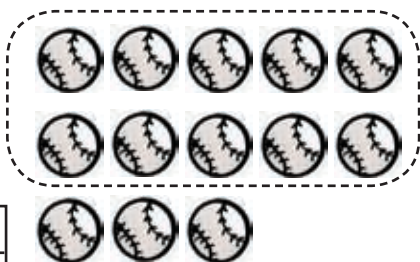

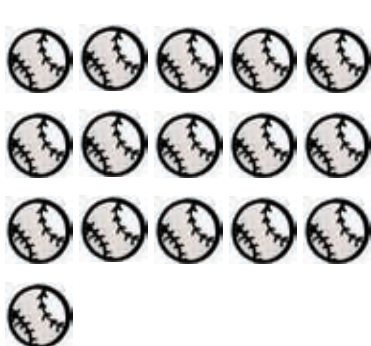



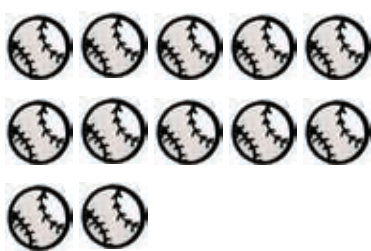



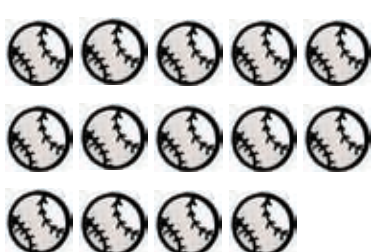



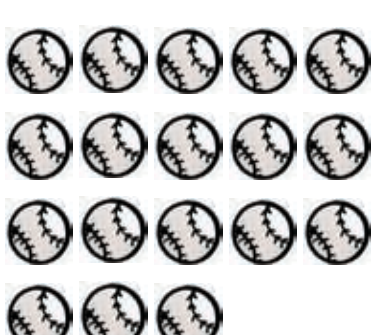
Living Things They Saw on the Beach

What They Did



A Great Catch

Circle each group of 10. Write the number of tens and ones on the chart. Then write the number on the baseball glove.

 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>1</td><td>3</td></tr></tbody></table>	tens	ones	1	3		 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
tens	ones										
1	3										
tens	ones										
 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones				 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
tens	ones										
tens	ones										
 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones				 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
tens	ones										
tens	ones										
 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones				 <table border="1"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			
tens	ones										
tens	ones										



Will He Be All Right?



Use story details to guess what will happen.

Father Eagle said to his young son, "Today is a very special day. You will fly for the first time." Baby Eagle was afraid. He said, "But Father, I don't know how. What should I do?" His father laid a strong wing on his little shoulder and said, "You will know." They stood at the edge of a very high cliff. Far below were huge rocks and a canyon. "Ride the wind, my son!" said Father Eagle, and he gently pushed his son off the cliff. Baby Eagle yelled, "Help! Help!" and wildly flapped his wings. All of a sudden something wonderful happened!

1. What do you think happened next? Color the rock that tells the most likely answer.
2. Why did you choose that answer? Find the sentence in the story that gives you a hint that the story has a happy ending. Write it here.



Unscramble the words and write the answers:

ODPRU

AARDFI

3. How do you think Baby Eagle felt at first when he was pushed off the cliff? _____
4. How do you think Father Eagle felt at the end of the story? _____



Action at Practice

A **verb** is an action word. It tells what someone or something is doing.
Read each sentence. Write the action verb in the telling part of the sentence.

- 1. Ronald runs to the field. _____
- 2. Michael wears a batting helmet. _____
- 3. He smacks the ball hard. _____
- 4. Ronald holds the wrong end
of the bat. _____
- 5. He misses the ball. _____
- 6. Ronald waits in left field. _____
- 7. He writes G for great. _____
- 8. Ronald’s father helps him. _____

Write a sentence about the picture.
Use an action verb and circle it.





Action at the Game

A **verb** is an action word. It tells what someone or something is doing.

Draw a line to match each sentence with an action verb. Then write the action verbs on the lines to finish the sentences.

- | | |
|---|--------|
| 1. Moms and dads _____ the game. | throws |
| 2. The pitcher _____ the ball. | opens |
| 3. Ronald _____ his eyes. | watch |
| 4. The team _____ for Ronald. | cheers |
| 5. Ronald _____ the ball past the pitcher. | runs |
| 6. He _____ to first base. | hits |
| 7. Someone _____, "Go, Ronald, go!" | eat |
| 8. The kids _____ ice cream after the game. | yells |





Week 8 • Day 5

-ump Word Family

-ump Words

Unscramble each word. Write it on the line.

mpbu

mphu

rupmg

ppum

pjum

muppl

umpst

mpdu

Find and circle each word from the Word Bank.

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

Word Bank

bump jump

clump lump

dump plump

grump pump

hump stump

Write a sentence using one of the -ump family words.



Helping Your Child Get Ready: Week 9

These are the skills your child will be working on this week.

Math

- adding or subtracting with regrouping

Reading

- developing vocabulary using context clues
- identifying cause and effect

Writing

- descriptive words
- writing to a prompt

Vocabulary

- consonant blends
- -unk word family

Grammar

- past-tense verbs

Here are some activities you and your child might enjoy.

Give Me a Foot! Cut two pieces of yarn or string to 12 inches long. Give the yarn to your child and ask him or her to find something shorter than 12 inches and one thing longer than 12 inches. Can your child find something that is exactly 12 inches? Challenge your child to find something that is 24 inches!

Summer Fun Ask your child to list things he or she loves about summer and then write them on paper, one word on each line. Your child has made a list poem! Encourage your child to give it a title and read it aloud to the family.

ABC Order Read a list of five to seven words to your child, such as the days of the week or the ingredients to a tasty sandwich. Then have him or her put the words in alphabetical order.

Listen and Draw Describe an object, animal, or person to your child and ask him or her to draw it. How close does the drawing come to looking like the real thing? Then, ask him or her to describe something for you to draw.

Your child might enjoy reading the following books:

Click, Clack, Moo: Cows That Type
by Doreen Cronin

The Day Jimmy's Boa Ate the Wash
by Trisha Hakes Noble

The True Story of the Three Little Pigs
by Jon Scieszka














's Incentive Chart: Week 9

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 9	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					
					

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____



Don't Forget Your Keys

Add. Then follow the clue to find the right key. Write the sum in the key hole.

A.

$$\begin{array}{r} 43 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 8 \\ \hline \end{array}$$

Find the key with the greatest number in the tens place.



B.

$$\begin{array}{r} 36 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 8 \\ \hline \end{array}$$

Find the key with the greatest number in the ones place.



C.

$$\begin{array}{r} 14 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 4 \\ \hline \end{array}$$

Find the key with even numbers in the ones and tens places.



D.

$$\begin{array}{r} 53 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 6 \\ \hline \end{array}$$

Find the key with 0 in the ones place.



E.

$$\begin{array}{r} 84 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 9 \\ \hline \end{array}$$

Find the key with the same number in the ones and tens places.





What Happened?

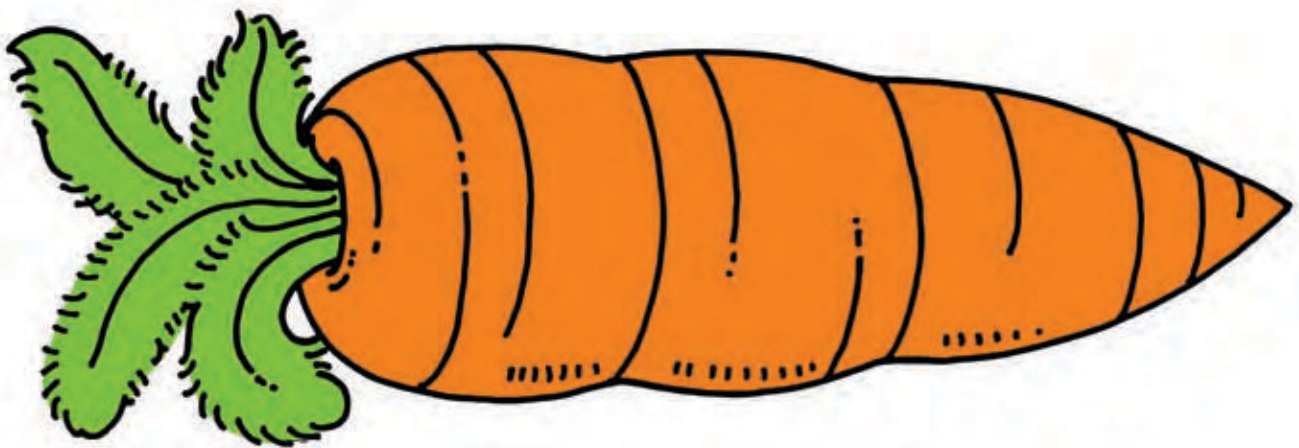
Some verbs add **-ed** to tell about actions that happened in the past.

Find the past-tense verb in each sentence. Write it on the line.

1. Last spring, Daisy planted a garden. _____
2. Floyd watered the garden. _____
3. Together they weeded their garden. _____
4. One day they discovered a big carrot. _____

Read each sentence. If the sentence has a past-tense verb, write it on the line. If the sentence does not have a past-tense verb, leave the line blank.

5. They like to eat carrots. _____
6. They pulled on the carrot. _____





What Else Happened?

Some verbs add **-ed** to tell about actions that happened in the past.

Read the first sentence in each pair. Change the underlined verb to tell about the past.

1. Today my dogs push open the back door.

Yesterday my dogs _____ open the back door.

2. Today they splash in the rain puddles.

Last night they _____ in the rain puddles.

3. Now they roll in the mud.

Last week they _____ in the mud.

4. Today I follow my dogs' footprints.

Last Sunday I _____ my dogs' footprints.

5. Now I wash my dogs from head to toe.

Earlier I _____ my dogs from head to toe.



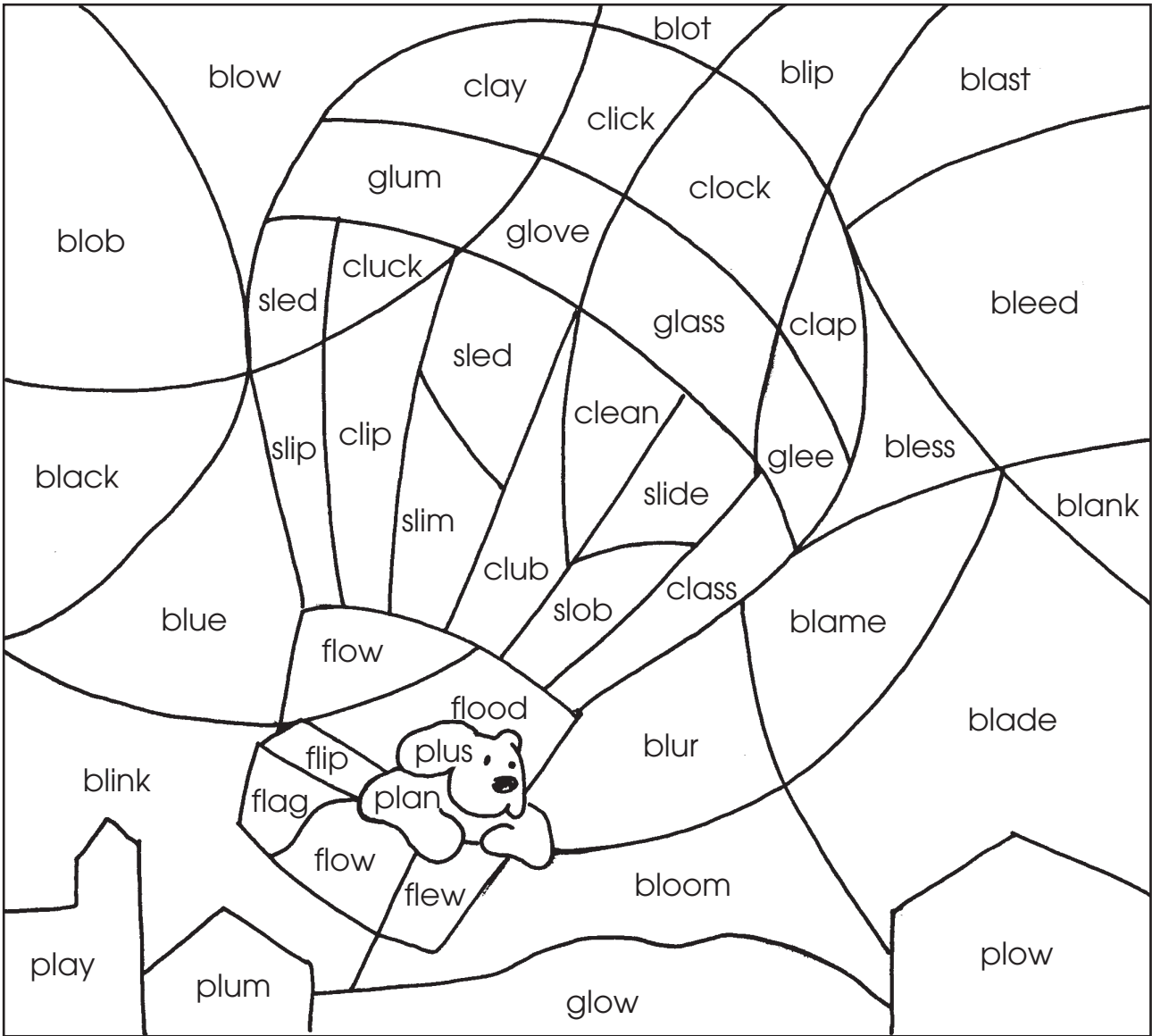
Write a sentence using one of the verbs you wrote.



Blends Game

Say the words.
Listen for the beginning sounds.
Use the Beginning Sounds Color Code to make a picture.

Beginning Sounds Color Code					
bl = blue	cl = red	fl = yellow	gl = green	pl = brown	sl = purple



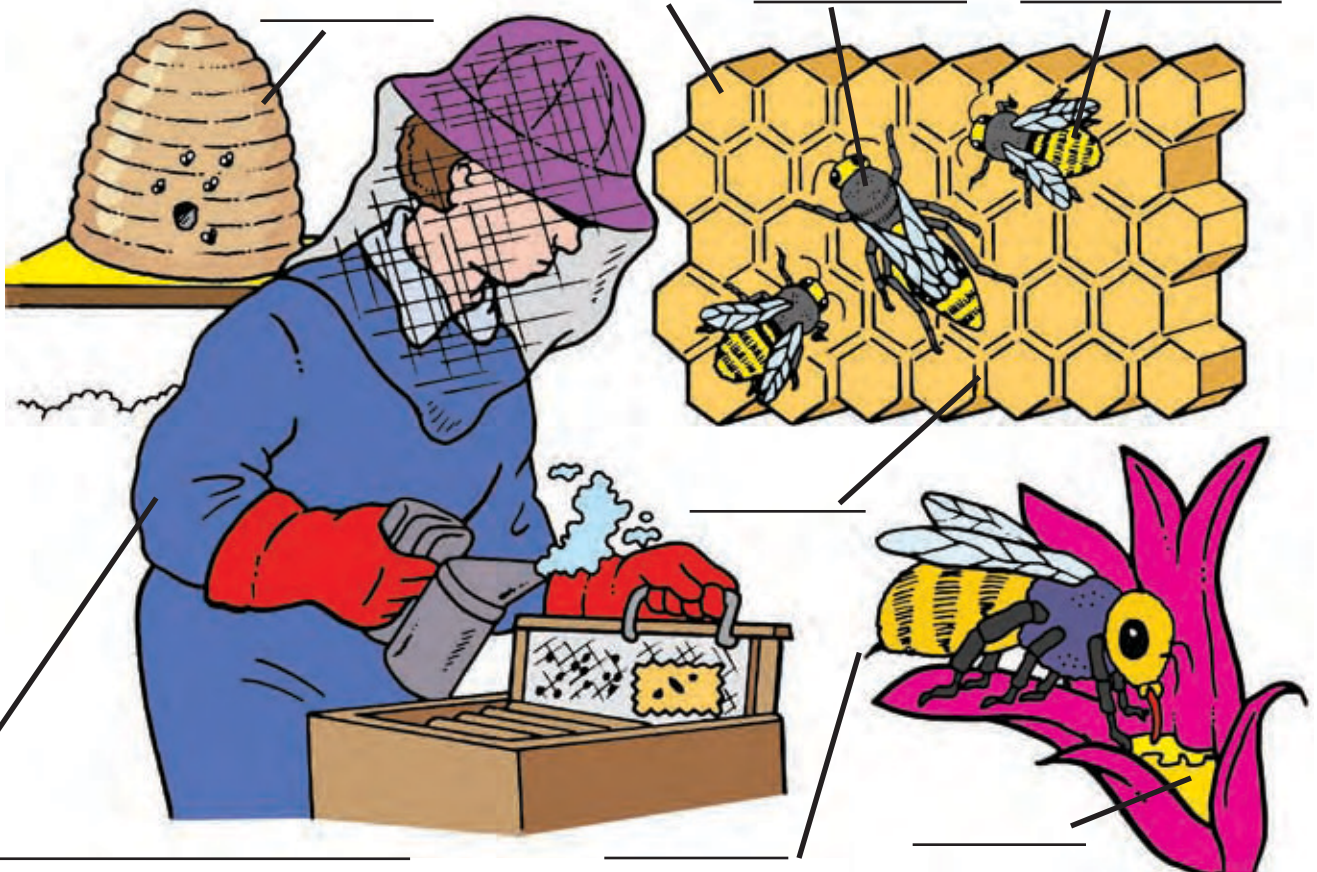


Busy as a Bee

Bees are hardworking insects. They live together in a nest called a hive. There is one queen bee in each hive. She is the largest bee. There are hundreds of worker bees. The worker bees fly from flower to flower gathering a sweet liquid called nectar. They make honey from the nectar and store it in little rooms in the hive. Each little room is a cell. Many cells in a row make a honeycomb. When a bear or a person tries to steal the honey, the bees swarm, flying around in large groups. Each bee has a stinger to protect it from its enemies. A person who is a beekeeper makes wooden hives for bees, then sells the honey when the bees finish making it.



Look at the picture below. Use each underlined word in the story to label the pictures.





-unk Words

Unscramble each word. Write it on the line.

ntrku

nkbu

uhcnk

knsrhu

knksu

uskn

khun

nskut

Find and circle each word from the Word Bank.

m n s k u n k s p x h h u n k s p x f h
h k v b l t r u n k k m n u y i c n b h
k n k m s u n k s p x f h b u n k k m n
u y c h b l s t u n k s p k x f h n j k
k j u n k t h f d u n k k m p x n k m n
m n c h u n k u y c h l c h s h r u n k

Word Bank

bunk shrunk

chunk skunk

dunk stunk

hunk sunk

junk trunk

Write a sentence using one of the -unk family words.



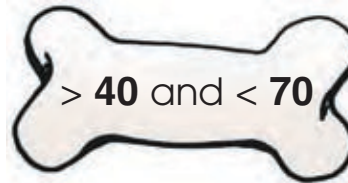
Digging Up Bones

Help Daisy find a delicious bone! Subtract.
Circle the answer that goes with each bone.

> is greater than and < is less than

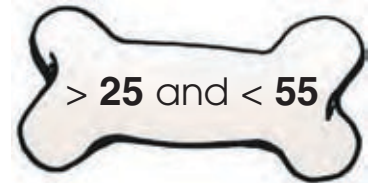


A.



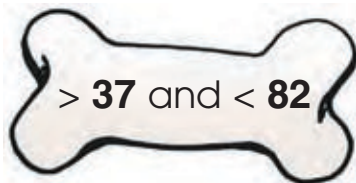
$$\begin{array}{r} 56 \\ - 8 \\ \hline \end{array} \qquad \begin{array}{r} 94 \\ - 5 \\ \hline \end{array}$$

B.



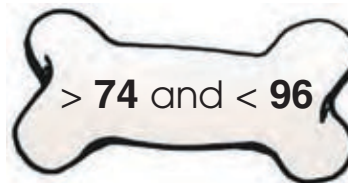
$$\begin{array}{r} 87 \\ - 8 \\ \hline \end{array} \qquad \begin{array}{r} 53 \\ - 7 \\ \hline \end{array}$$

C.



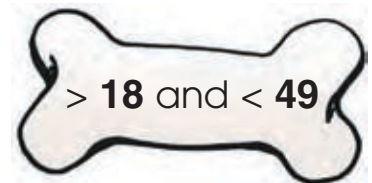
$$\begin{array}{r} 45 \\ - 9 \\ \hline \end{array} \qquad \begin{array}{r} 81 \\ - 5 \\ \hline \end{array}$$

D.



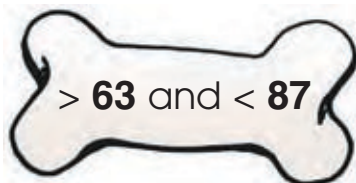
$$\begin{array}{r} 83 \\ - 6 \\ \hline \end{array} \qquad \begin{array}{r} 68 \\ - 9 \\ \hline \end{array}$$

E.



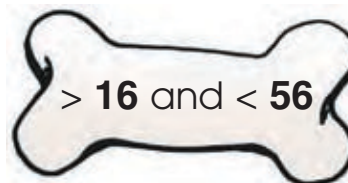
$$\begin{array}{r} 57 \\ - 9 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ - 9 \\ \hline \end{array}$$

F.



$$\begin{array}{r} 70 \\ - 9 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ - 7 \\ \hline \end{array}$$

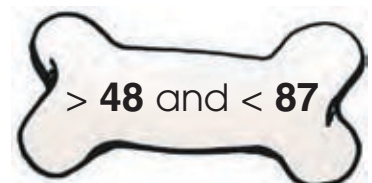
G.



$$\begin{array}{r} 23 \\ - 9 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ - 8 \\ \hline \end{array}$$



Write two subtraction problems on another sheet of paper. One answer should match the bone.





Country Roads



A good sentence uses describing words to help the reader “paint a picture” in his or her mind.

Add a describing word from the list to finish each sentence.

1. The _____ chicken laid
_____ eggs in her nest.

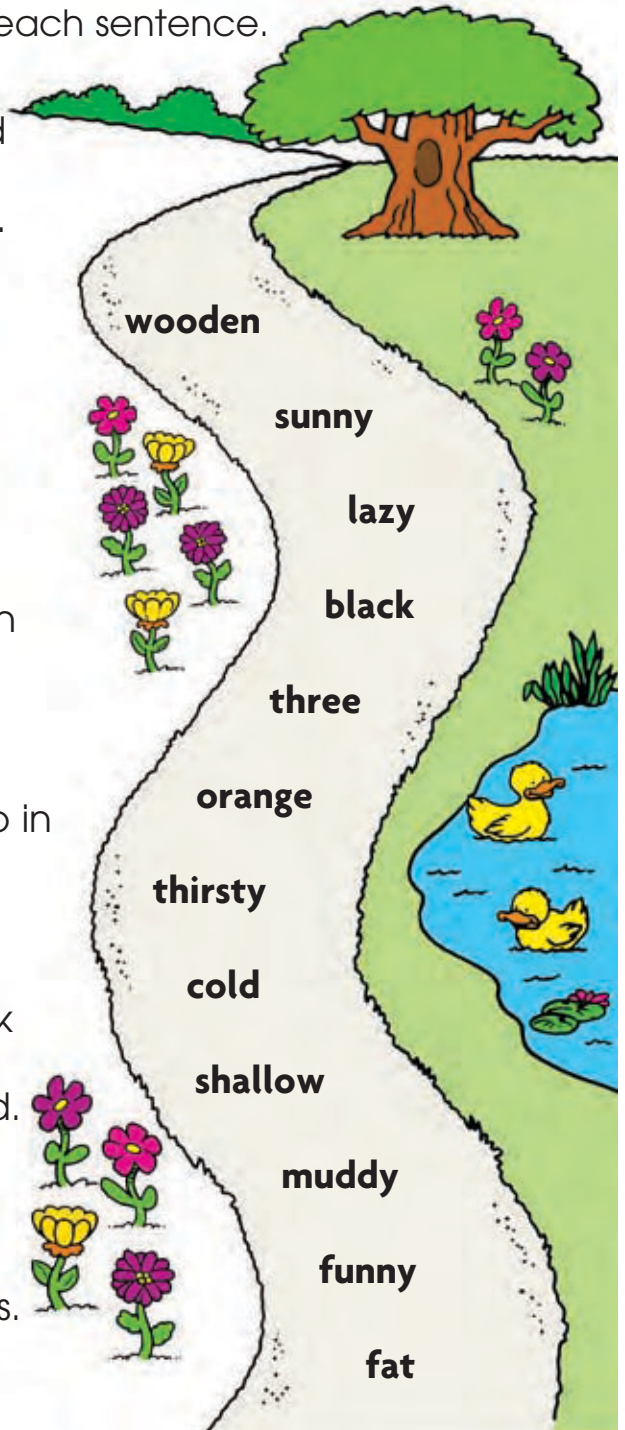
2. The _____ barn
keeps the _____
animals warm at night.

3. _____ carrots grow in
the _____ garden.

4. Two _____ pigs sleep in
the _____ pen.

5. The _____ cows drink
from the _____ pond.

6. A _____ scarecrow
frightens the _____ birds.



On another sheet of paper, write three sentences describing your favorite place to visit.



An American Volcano

Mount Saint Helens is an active volcano in the state of Washington. In 1980, this volcano erupted, spewing hot lava into the air. Explosions caused a huge cloud of dust. This gray dust filled the air and settled on houses and cars many miles away. The thick dust made it hard for people and animals to breathe. The explosions flattened trees on the side of the mountain. The hot rocks caused forest fires. The snow that was on the mountain melted quickly, causing floods and mud slides. Mount Saint Helens still erupts from time to time but not as badly as it did in 1980.

Read each phrase below. Write the number of each phrase in the explosion of the volcano that correctly completes the sentence.

1. Mount Saint Helens erupted,

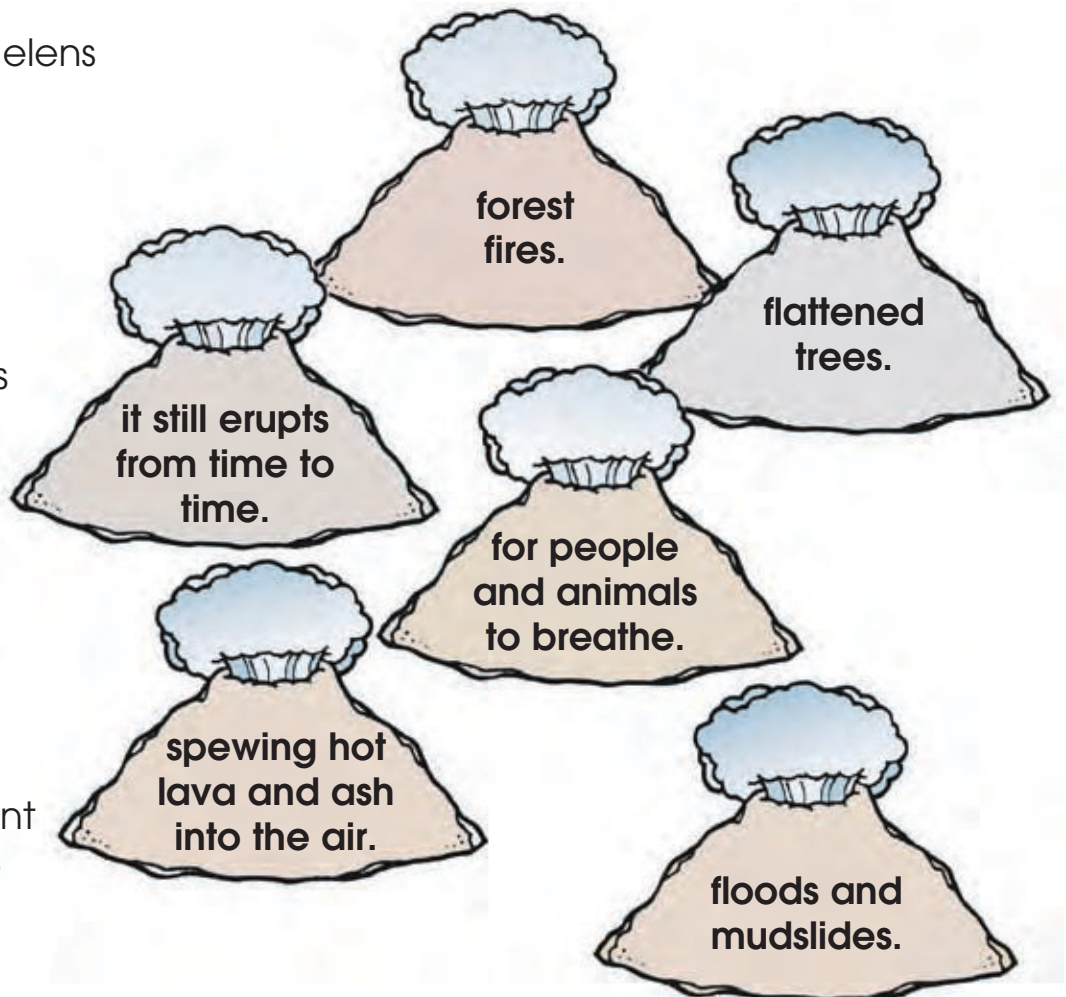
2. The thick ash made it hard

3. The explosions

4. The hot rocks caused

5. Melting snow caused

6. Because Mount Saint Helens is an active volcano,



Write a story that begins this way:

We were camping in the mountains, when all of a sudden a volcano erupted!



Letter to a Friend



Imagine that you are going to write a letter to a friend. Think of questions to ask in the letter. Then, think of something you would like to tell your friend. In the box, draw a picture to show what you wrote about.

Date _____

Dear _____,

How _____?

What _____?

I hope that _____.

Something interesting that happened to me was

_____.



Your friend,



Helping Your Child Get Ready: Week 10

These are the skills your child will be working on this week.

Math

- adding with regrouping
- multiplication fact families
- fractions

Reading

- analyzing characters
- comprehension

Writing

- writing to a prompt

Vocabulary

- sight words

Grammar

- identifying nouns
- using nouns and verbs

Handwriting

- manuscript planets

Here are some activities you and your child might enjoy.

Time for Review With your child, find out the time for sunrise and sunset, and determine the current time of day. Ask questions such as *What time will it be in one hour? What time was it one hour ago? What time will it be in 15 minutes? How many hours are there between sunrise and sunset? How many hours are there between sunset and sunrise?*

Imagine That! Invite your child to close his or her eyes. Then ask: *What sounds do you hear?* See if your child can name ten.

Mum's the Word This is a fun dinnertime family game. Agree on a small word that is used frequently in conversation, such as *the* or *and*. This word becomes "mum." No one can say it! Anyone who does, drops out. The last person left is the winner.

Comic Mix-Up Build up your child's sequencing skills. Cut a comic strip into sections. Ask your child to put the strip in the correct order and to explain his or her thinking.

Your child might enjoy reading the following books:

Madeline

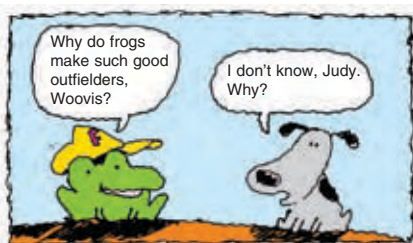
by Ludwig Bemelmans

I Spy Treasure Hunt

by Jean Marzollo

How I Spent My Summer Vacation

by Mark Teague














's Incentive Chart: Week 10

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

Week 10	Day 1	Day 2	Day 3	Day 4	Day 5
					
I read for...	minutes	minutes	minutes	minutes	minutes
Put a sticker to show you completed each day's work.					
					

Congratulations!

Wow! You did a great job this week!



Place
sticker here.

Parent or Caregiver's Signature _____



A Noun Puzzle

A **noun** is a word that names a person, place, or thing.

Can you find the hidden picture?

Use the color code to color the spaces that have nouns.

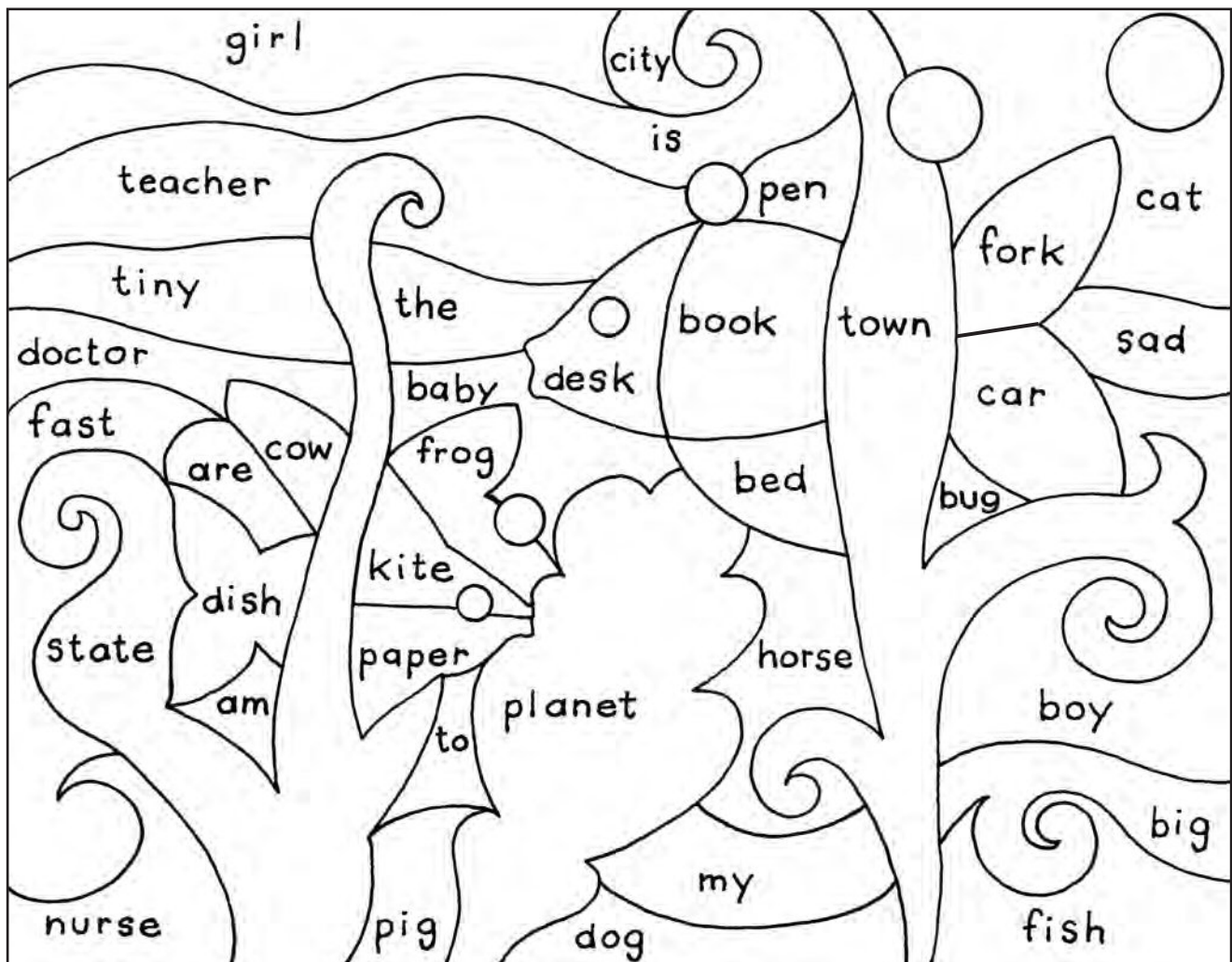
Color Code

Nouns that name things = orange

Nouns that name places = green

Nouns that name people or animals = blue

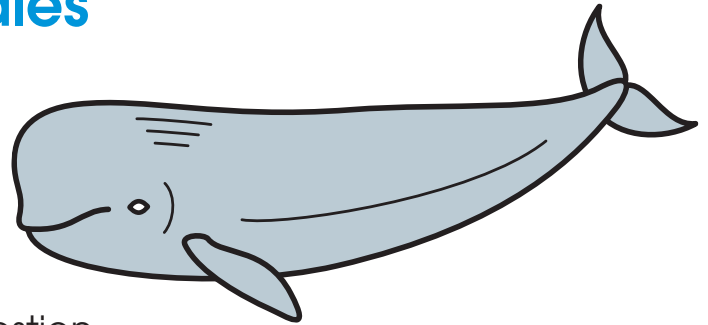
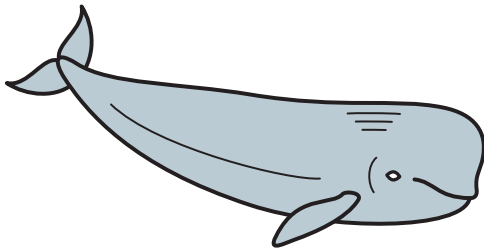
Other words = light blue



Write a sentence using one of the nouns you found.



Whales

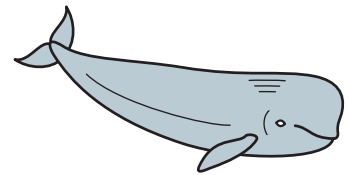


Read the story. Then answer each question.
Fill in the bubble next to the best answer.

A whale is a very big animal. Whales live in the sea. Some whales swim with each other. They travel in large groups, called pods. They swim around, looking for food.

Whales feed on sea life. Some whales eat plants. Other whales have teeth and can eat seals and small fish.

Whales must stay wet all the time. However, they also must come to the top of the sea to breathe. When a whale leaps out of the water to catch a breath of air, it is an amazing sight.



1. What are pods?
 - ☐ whale food
 - ☐ groups of whales
 - ☐ sea animals
2. What is a good title (name) for this story?
 - ☐ The Sea
 - ☐ Fish
 - ☐ Whales
3. What must all whales do?
 - ☐ eat seals and fish
 - ☐ spend time on land
 - ☐ stay wet
4. Why do whales sometimes jump out of the water?
 - ☐ to warm up
 - ☐ to get air
 - ☐ to catch fish



Verb or Noun?

The meaning of a word often depends on how the word is used.
Some words can be used as both verbs and nouns.

Add the word at the left to each sentence pair. Write verb or noun on the line next to each sentence to show how you used the word.

peel 1. The _____ is the cover of an orange. _____

2. The students _____ their oranges. _____

ride 3. Jan's _____ on the camel was bumpy. _____

4. People _____ on camels in the desert. _____

color 5. The twins _____ their pictures. _____

6. That _____ fades in the sun. _____

smell 7. The men _____ smoke. _____

8. The _____ of flowers fills the air. _____

lock 9. The _____ on the box is old. _____

10. The Turners _____ their door at night. _____

Write sentences using each of the following words as a verb and a noun:
call, ring, turn.



Rocket Riddle

What did the rocket say when it left the party?

What To Do

To find the answer to the riddle, solve the multiplication problems. Then match each product with a letter in the Key below. Write the correct letters on the blanks below.



1. **5 x 1** = _____

2. **8 x 1** = _____

3. **11 x 1** = _____

4. **26 x 1** = _____

5. **3 x 2** = _____

6. **5 x 2** = _____

7. **6 x 2** = _____

8. **8 x 2** = _____

9. **9 x 2** = _____

10. **12 x 2** = _____

Key

10 F
13 C
11 O
16 E
5 A

27 U
8 E
6 K
9 B
24 F

20 W
7 D
12 T
26 O
18 T

Riddle Answer: "TIM _____
8 7 3 9 1 5 2 4 6 10"



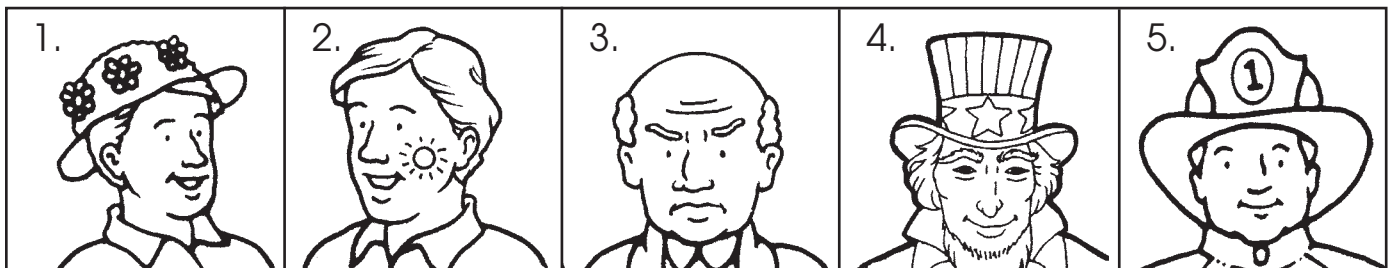
My Favorite Dentist



A **character** is a person or animal in a story. To understand a character better, you should pay attention to the details a story often gives about the character.

Some kids are scared to go to the dentist, but not me. I have a funny dentist. His name is Dr. Smileyface. I don't think that's his real name, but that's what he tells all the kids who come to see him. He has a cool waiting room. It has video games and a big toy box. Dr. Smileyface always wears funny hats. Sometimes he has his face painted. He asks funny questions like "Are you married yet?" and "Do you eat flowers to make your breath smell so sweet?" That makes me laugh. One time, he told me this joke, "What has lots of teeth but never goes to the dentist? A comb!" When I laughed, he pulled my tooth. It didn't hurt at all! He also teaches me how to take care of my teeth because he says he doesn't want me to get a cavity the size of the Grand Canyon. Before I go home, he always gives me a surprise. Last time I went, he gave me a rubber spider to scare my mom with!

Color the pictures that could be Dr. Smileyface. Put an X on the pictures that could not be him.



Draw a line from the toothbrush to the tooth that makes the sentence true.

6.	Dr. Smileyface makes	how to take care of their teeth.	with a surprise.
7.	The child who wrote this story		is not afraid to go to the dentist.
8.	Dr. Smileyface teaches kids	his patients laugh.	
9.	Dr. Smileyface sends kids home		



Sort It Out!

Write each word from the Word Box under the question it can help answer.
We did the first one for you.

Word Box

after	sister	now	there
children	before	school	us
here	men	soon	

Where?

(place words)

Who?

(people words)

sister

When?

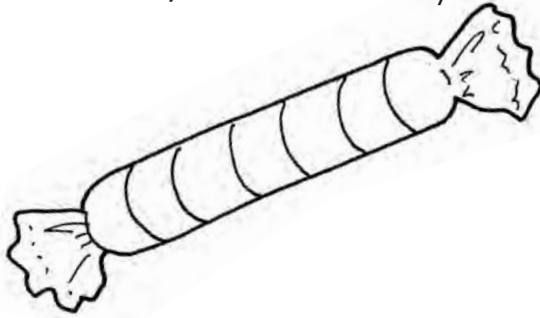
(time words)



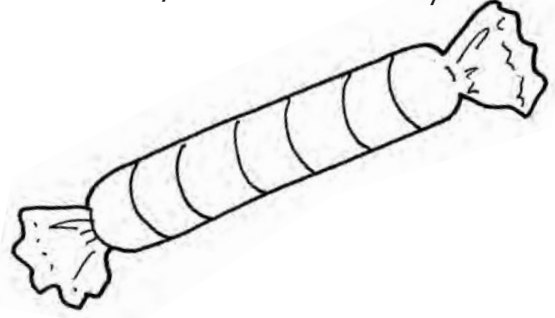
Fractions

A fraction has two numbers. The top number will tell you how many parts to color. The bottom number tells you how many total parts there are.

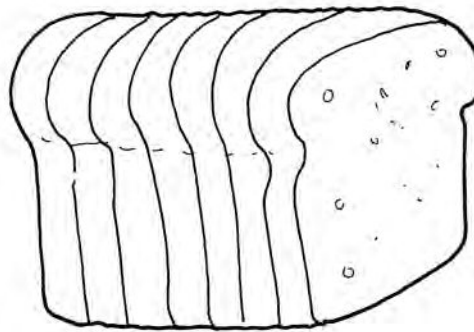
Color $\frac{1}{7}$ of the candy.



Color $\frac{4}{7}$ of the candy.



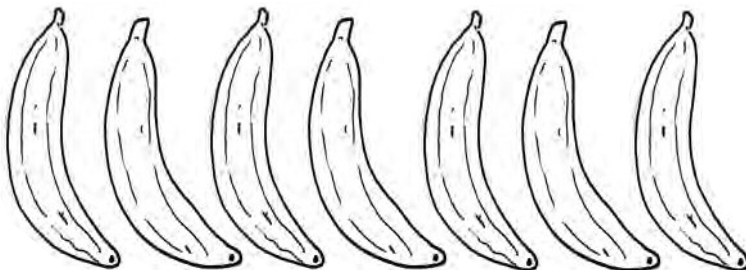
This loaf of bread is cut into 7 slices.



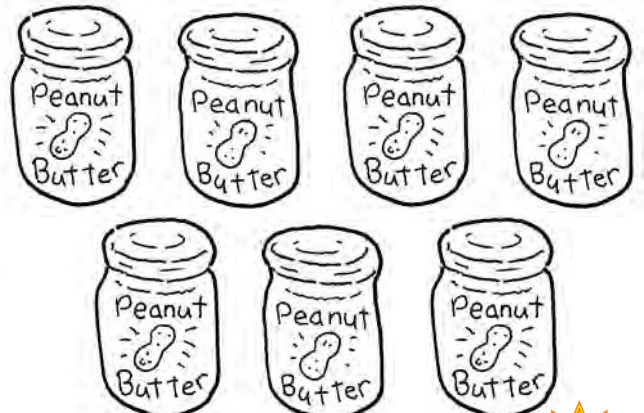
Could you color $\frac{8}{7}$ of the bread? _____

Explain your answer. _____

Color $\frac{7}{7}$ of the bananas.



Color $\frac{3}{7}$ of the peanut butter jars.

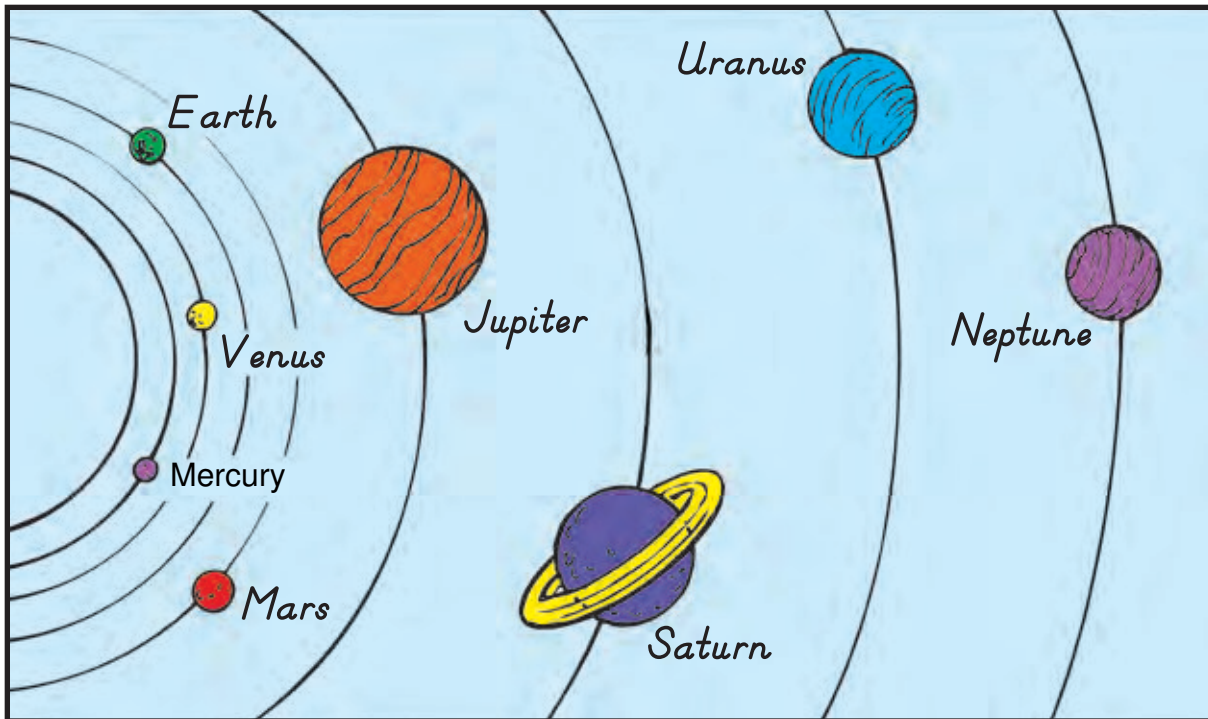




The Planets



Write the names of the planets.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.



Carnival Fun

Do the problems below. Then find your answers hidden in the carnival scene and circle them. Can you find all twelve answers?



$$\begin{array}{r} 15 \\ 33 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ 23 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ 23 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ 25 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ 14 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ 31 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ 22 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ 27 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ 17 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ 13 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ 31 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ 23 \\ + 17 \\ \hline \end{array}$$



A Summer Memory



A memory is something you remember. Think of something special that you did over the summer. In the box, draw a picture of your memory.



WORD BANK

- swimming
- riding
- playing
- bicycle
- camp
- family
- vacation
- beach
- mountains
- visit
- fun
- happy
- proud
- excited

In this picture, I am _____

This was special because _____

When I was doing this, I felt _____

Week 1 • Day 1
Handwriting

A-Z

Trace and write the alphabet

Check your child's work.

11

Week 1 • Day 1
Capitalization

Capitalizing Names

Sometimes the names of people, places, and things are special. They begin with a **capital letter**. Circle the special names in the picture. Write each one correctly on a line.

1 Raul 2 Mrs. Chin
3 Sue 4 Lee Park

12

page 11

page 12

Week 1 • Day 2
Handwriting

a-z

Trace and write the alphabet

Check your child's work.

13

Week 1 • Day 2
Examining Similarities

Grouping Things

Sort the things listed below into groups. Write each word from the list in the correct box.

doll
yellow
ball
apple
bread
green
game
red
pasta

FOOD
apple
bread
pasta

TOYS
doll
ball
game

COLORS
yellow
green
red

Look at the things in each group. How does each thing fit into the group?

14

Week 1 • Day 3
Adding/Subtracting

Shapes on a Snake

Add or subtract

A $6 + 4 = 10$ B $10 - 5 = 5$
C $9 - 2 = 7$ D $4 + 6 = 10$
E $7 + 2 = 9$ F $2 + 3 = 5$
G $5 + 3 = 8$ H $6 + 4 = 10$
I $8 - 7 = 1$ J $10 - 3 = 7$

15

page 13

page 14

page 15

Week 1 • Day 3
Word Order

Mixed-Up Words

Words in a sentence must be in an order that makes sense. These words are mixed up. Put them in order. Then write each sentence.

1 snow bear likes this
This bear likes snow.

2 water cold the is
The water is cold.

3 fast the runs bear
The bear runs fast.

4 play bears two
Two bears play.

16

Week 1 • Day 4
Main Idea

Trucks

The main idea tells what the whole story is about.

Trucks do important work. Dump trucks carry away sand and rocks. Cement trucks have a barrel that turns around and around. They deliver cement to workers who are making sidewalks. Fire trucks carry water hoses and firefighters. Gasoline is delivered in large tank trucks. Flatbed trucks carry wood to the people who are building houses.

Find the sentence in the story that tells the main idea. Write 1 in the circle below. Then draw a line from the main idea to all the trucks that were described in the story.

Trucks do important work.

17

Week 1 • Day 4
Odd & Even Numbers

Patterns for the Mail Carrier

Meimei the mail carrier is delivering letters. Give her some help. Fill in the missing addresses on the houses below.

50 52 54 56
51 53 55

Extra

What pattern do you see in the house numbers?
The even numbers are on one side of the street.
The odd numbers are on the other side of the street.

18

page 16

page 17

page 18

Going to Grammy's

Kelly is going to spend the night with her grandmother. She will need to take her nightgown, a shirt, and some shorts. Into the suitcase go her toothbrush, toothpaste, and hairbrush. Grammy told her to bring a swimsuit in case it was warm enough to swim. Mom said to pack her favorite pillow and storybooks. Dad said, "Don't forget to take Grammy's sunglasses that she left here last week." Now Kelly is ready to go!

1 Color the things that Kelly packed in her suitcase.

2 A compound word is a big word that is made up of two little words. For example cow + boy = cowboy. Find 9 compound words in this story and circle them.

On a separate sheet of paper, make a list of things you would pack if you were going to spend the night at your grandmother's house.

page 19

-ank Words

Unscramble each word. Write it on the line.

nkpla _____ plank
ankb _____ bank
ktan _____ tank
canrk _____ crank

ankdr _____ drank
ktans _____ stank
bklan _____ blank
nky _____ yank

Find and circle each word in the Word Bank.

prmbinatankiohrstank
cklbnkdrankrnrartjyhj
ilrblankrionacrankew
koyankibkrcarnkyurkn
nkrnoflankicyxrpplank
urknakbankrnsankvak

Word Bank
bank plank
blank sank
crank stank
drank tank
flank yank

Write a sentence using one of the -ank family words.

page 20

Down the Word Steps

Work your way down the word steps. The last letter of each word is the first letter of a new word. Use the picture clues to help you.

C O T 1
e
n e t 2
u
b u s 3
u
n u t 4
o
p a n 5

page 23

Sensational Words

Choose words from the Word Bank to describe each picture.

It tastes sweet
It looks red
It feels smooth

It feels bumpy
It tastes salty
It sounds crunchy

It looks gray
It sounds squeaky
It feels furry

Word Bank
bumpy
crunchy
furry
gray
red
salty
smooth
squeaky
sweet

Find two objects outside. On another sheet of paper, write two adjectives to describe each object.

page 24

Mr. Lee's Store

Story events that can really happen are real. Story events that are make-believe are fantasy.

At night, Mr. Lee locked the store and went home. That's when the fun began! The ketchup bottles stood in rows like bowling pins. Then the watermelon rolled down the aisle and knocked them down. The chicken wings flew around the room. Cans of soup stacked themselves higher and higher until they laughed so hard that they tumbled over. Carrots danced with bananas. Then it was morning. "Get back in your places!" called the milk jug. "Mr. Lee is coming!" Mr. Lee opened the door and went right to work.

Circle the cans that are make-believe.

ketchup bottles and a watermelon bowling
a talking milk jug
dancing bananas
chicken wings that can fly all by themselves
Mr. Lee went to work.
laughing soup cans
Mr. Lee went home at night.
dancing carrots
a grocery store

Draw a picture of the story on another sheet of paper.

page 25

In Warm Weather

When it is warm outside, what do you like to do? Draw a picture to show something you like to do.

Check your child's work.

When it is warm outside, I like to _____

I like doing this because _____

When it is warm, I like to go to _____

I like warm weather because _____

Answers will vary.

page 26

Planes ... Trains ...

Add or subtract.

A There are 7 cars in the parking lot. Then 3 more cars park there. How many cars are there in all in the lot?
 $7 + 3 = 10$ cars

B There are 7 boxes on the truck. Then 4 boxes fall on the street. How many boxes are left on the truck?
 $7 - 4 = 3$ boxes

C There are 10 planes waiting on the runway. Then 6 planes take off. How many planes are left on the runway?
 $10 - 6 = 4$ planes

D There are 8 girls and 2 boys on the bus. How many more girls than boys are on the bus?
 $8 - 2 = 6$ more girls

E There are 5 people in the first car and 4 people in the second car. How many people in all?
 $5 + 4 = 9$ people

page 27

-ash Words

Unscramble each word. Write it on the line.

sthra _____ trash
flhas _____ flash
scha _____ cash
ssah _____ sash

asmh _____ mash
rhas _____ rash
hapss _____ splash
hcsra _____ crash

Find and circle each word from the Word Bank.

spxfhfcrashxsnagppshf
pshfnsnpshf(splash)pshf
crashfshnagppshf(cash)
dpsrhw(sash)rcmashibv
stashfgisnapttrashdsf
fgpflashsniasmashbjk

Word Bank
cash sash
crash smash
flash splash
mash stash
rash trash

Write a sentence using one of the -ash family words.

page 28

Week 2 • Day 4
Sentence Subjects

Who Does It?

The **subject** of a sentence tells who or what did something. Read the sentences below. Look at the picture to find out who or what is doing the action described in the sentence and then write it on the line.

- A **bear** sits in the wagon
- A **panda** rides in the wagon too
- Jane** is pulling the wagon
- Her **dog** wants a ride too
- The **wagon** can carry all the animals
- The **birds** fly along with them

We wrote another sentence about the picture. Underline the subject of the sentence.
Sentences will vary.

page 29

Week 2 • Day 4
Sentence Predicates

What Happens?

The **predicate** of a sentence tells what happens. For each sentence write an ending that tells what is happening in the picture.

- The cat
- A mouse
- The cat
- The mouse
- The ball
- The milk

Answers will vary.

Write another sentence about the cat and mouse. Underline the part of the sentence that tells what happens.

page 30

Week 2 • Day 5
Sequencing

Swimming Lessons

Sequencing means putting the events in a story in the order they happened.

Last summer I learned how to swim. First, the teacher told me to hold my breath. Then I learned to put my head under water. I practiced kicking my feet. While I held on to a float, I paddled around the pool. Next, I floated to my teacher with my arms straight out. Finally, I swam using both my arms and my legs. I did it! Swimming is fun! This summer, I want to learn to dive off the diving board.

Number the pictures in the order that they happened in the story.

Unscramble the letters to tell what the person in the story wants to do next.

EALNR OT IVDE
L E A R N T O D I V E

page 31

Week 3 • Day 5
Addition

Not Far From Home

Start at the house. Write the number of steps to each place. Write the number of steps back home. Add.

House to School: 5 + 5 = 10	House to Library: 8 + 8 = 16
House to Park: 9 + 9 = 18	House to Church: 3 + 3 = 6
House to Store: 2 + 2 = 4	House to Store: 2 + 2 = 4

page 32

Week 3 • Day 1
Short Vowels

Short Vowel Tic Tac

Say the picture names. Find and color 3 pictures in a row with the same short vowel sound.

1 Short-a sound as in **cat**

cat	bat	hat
mat	pat	fat
sat	rat	fat

2 Short-i sound as in **fish**

fish	bird	cat
fish	bird	cat
fish	bird	cat

3 Short-e sound as in **egg**

egg	egg	egg
egg	egg	egg
egg	egg	egg

Check your child's work.

page 35

Week 3 • Day 1
Patterns

Pattern Learner

A **pattern** is a repeated arrangement of numbers, shapes, or lines in a row. Continue the patterns below.

- 324, 435, 546, _____
- ○ △ □ ○ _____
- F 7 E 7 F 7 _____
- □ □ □ □ _____
- 1 2 3 4 5 _____
- A C E G I K _____
- 11:05 11:10 11:15, _____
- ☀ ☀ ☀ ☀ _____

Check your child's work.

page 36

Week 3 • Day 2
Drawing Conclusions

Polly Want a Cracker?

Have you ever heard a parrot talk? Parrots are able to copy sounds that they hear. You can train a parrot to repeat words, songs, and whistles. But a parrot cannot say words that it has never heard. People can use words to make new sentences, but a parrot cannot.

Read each sentence. If it is true, color the parrot under True. If it is false, color the parrot under False.

- You could teach a parrot to sing "Happy Birthday."
- You could ask a parrot any question and it could give the answer.
- A parrot could make up a fairy tale.
- If a parrot heard your mom say "Brush your teeth" every night, he could learn to say it too.
- It is possible for a parrot to repeat words in Spanish.

True False

Write what would happen if a parrot heard you say, "No, I can't" too often.

page 37

Week 3 • Day 2
Capitalization

Title Words

Important words in a title are capitalized. Circle all the words that are capitalized.

Now use some of the words from the titles above to write your own titles.

Answers will vary.

page 38

Fun at the Beach

Jack and Joni went to the beach today. Mom spread a blanket on the sand, and they had a picnic. It got very hot so Jack and Joni jumped into the cold water. They climbed onto a big yellow raft. The waves made the raft go up and down. Later, they played in the sand and built sandcastles. Jack and Joni picked up pretty shells. Joni found a starfish. What a fun day!

1 Color the pictures below that are from the story. Put an X on the ones that don't belong.

2 In the third sentence, find two words that are opposites of each other and circle them with a red crayon. hot, cold

3 In the fifth sentence, find two more words that are opposites of each other and circle them with a blue crayon. up, down

4 Draw a box around the compound word that tells what Joni found. starfish

5 What color was the raft? Show your answer by coloring the picture at the top of the page. yellow

page 39

All About Our Flag

Add stars and stripes to the flag below and color them in.

Check your child's work.

The colors of the American flag are red, white, and blue.

The American flag has stars and stripes.

These are places where I see the American flag.

People display the American flag because Answers will vary.

page 40

More Title Words

Important words in a title are capitalized. Read the titles. Circle all the words that should be capitalized.

- look at the stars
- The moon shines at night
- we see planets
- many moons shine
- night and day

Read each set of titles. Draw a line under the correct title.

- The Sun in the Sky
the sun in the sky
- See the stars!
See the Stars!

page 41

-ick Words

Unscramble each word. Write it on the line.

skic sick kicl lick

ckik kick icslk slick

kchic chick tkhic thick

cpik pick ktric trick

Find and circle each word from the Word Bank.

Word Bank: chick, sick, kick, slick, lick, thick, pick, trick, quick, wick.

Write a sentence using one of the -ick family words.

page 42

Coin-Toss Addition

Toss 6 coins. Write H for heads or T for tails in the circles below to show your toss. Then write the addition equation. Write the number of "heads" first. We did the first one for you. Try it five times.

H H H H T T Equation 4 + 2 = 6

Equation

Equation

Equation

Equation

Equation

Answers will vary.

page 43

That Sounds Fishy to Me

A telling sentence begins with a capital letter and ends with a period. Write a sentence about each fish. Remember to tell a complete idea.

- The swordfish has a long snout.
-
-
-
-
-
-

Answers will vary.

page 44

Race Through the Facts

Add or subtract. The race car that ends with the highest number wins the race!

Color the winning race car blue.

page 47

Ask Mother Goose

A sentence that asks a question ends with a question mark (?). It often begins with one of these words: Who, What, Where, When, Why, Will, Could.

Rewrite the questions using capital letters and question marks.

- where is the king's castle?
Where is the king's castle?
- who helped Humpty Dumpty?
Who helped Humpty Dumpty?
- why did the cow jump over the moon?
Why did the cow jump over the moon?
- will the frog become a prince?
Will the frog become a prince?
- could the three mice see?
Could the three mice see?

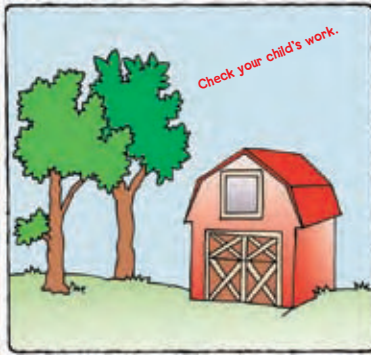
page 48

Week 4 • Day 2
Visualizing

A Stormy Day

Big, black clouds appeared in the sky. Lightning struck the tallest tree. The scared cow cried, "Moo!" It rained hard. Soon there was a mud puddle by the barn door. Hay blew out of the barn window.

Read the story above. Then go back and read each sentence again. Add to the picture everything that the sentences describe.



59

page 49

Week 4 • Day 2
Sentence Types

Telling Sentences and Questions

A **telling sentence** tells something. It begins with a capital letter and ends with a period.

A **question** asks something. It begins with a capital letter and ends with a question mark.

Underline the capital letter that begins each sentence. Add a period (.) if it is a telling sentence. Add a question mark (?) if it is a question.

- The vet is nice .
- She helped my dog .
- Did she see your cat ?
- Is the cat well now ?
- My cat feels better .

The order of the words in a sentence can change its meaning. Change the word order in the telling sentence to make it a question. Write the question.

6 He will take the cat home.

Will he take the cat home?

50

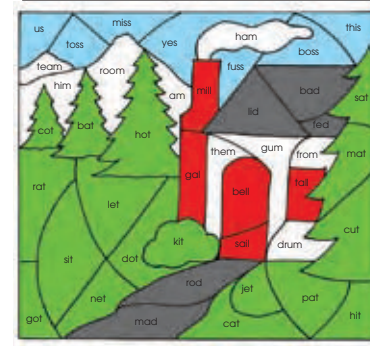
page 50

Week 4 • Day 3
Final Consonants

What Do You See?

Say the words.
Listen for the ending sounds.
Use the Ending Sounds Color Code to make a picture.

Ending Sounds Color Code
blue = s green = t black = d red = l white = m



51

page 51

Week 4 • Day 3
Sentence Types

Exclamations and Commands

An **exclamation** shows strong feelings such as excitement, surprise, or fear. It begins with a capital letter and ends with an exclamation mark (!).

A **command** makes a request or tells someone to do something. It ends with a period or an exclamation mark.

Read each sentence. Write E if the sentence is an exclamation. Write C if the sentence is a command.

- Ruby copies Angela! **E**
- Look at their dresses. **C**
- They're exactly the same! **E**
- Angela is mad! **E**
- Look at Ruby! **C**
- Show Angela how Ruby hops. **C**

Write each sentence correctly.

Exclamation what a pretty dress!

Command don't copy other people.

Don't copy other people.

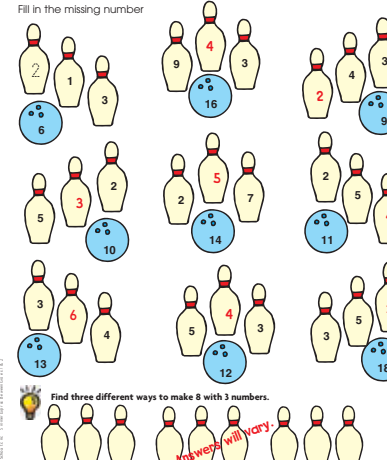
52

page 52

Week 4 • Day 4
Adding/Subtracting

A Perfect Strike

Fill in the missing number.



Find three different ways to make 8 with 3 numbers.

Answers will vary.

53

page 53

Week 4 • Day 4
Sentence Types

Types of Sentences; Capital I

A **telling sentence** begins with a capital letter and ends with a period.

A **question** begins with a capital letter and ends with a question mark.

An **exclamation** begins with a capital letter and ends with an exclamation mark.

A **command** begins with a capital letter and ends with a period. The word I is always capitalized in a sentence.

Decide if each sentence is a telling sentence, a question, an exclamation, or a command. Write T, Q, E, or C on the lines.

- My sister and I went to the lake. **T**
- Come see this. **C**
- I saw three little sailboats. **T**
- Put the boat in the water. **C**
- Did I have a good time? **Q**
- You bet! I loved it! **E**
- Can I go again soon? **Q**

What would you do at the lake? Use the word I and your own ideas to finish the sentences.

- At the lake **I** saw _____.
- I** can _____.
- My friend and **I** liked _____ best.

Answers will vary.

54








page 54

Week 4 • Day 5
Making Inferences

Who Am I?

Use details from the story to make decisions about the characters.

Circle the picture that answers the riddle.

- I have feathers. I also have wings, but I don't fly. I love to swim in icy water. Who am I? 
- I am 3 weeks old. I drink milk. I cry when my diaper is wet. Who am I? 
- I live in the ocean. I swim around slowly, looking for something to eat. I have six more arms than you have. Who am I? 
- I am an insect. If you touch me, I might bite you! I make tunnels under the ground. I love to come to your picnic! Who am I? 
- I am a female. I like to watch movies and listen to music. My grandchild loves my oatmeal cookies. Who am I? 
- I am a large mammal. I live in the woods. I have fur. I stand up and growl when I am angry. Who am I? 
- I wear a uniform. My job is to help people. I ride on a big red truck. Who am I? 

55

page 55

Week 4 • Day 5
Sight Word Family

-ight Words

Unscramble each word. Write it on the line.

htgfli **flight** fgriht **fright**

igtknh **knight** htmig **might**

htfig **right** thlig **light**

slhigt **sight** httig **tight**

Find and circle each word from the Word Bank.

Word Bank
flight right fright sight knight slight light tight

Write a sentence using one of the -ight family words.

56

page 56

Week 5 • Day 1
Compare/Contrast

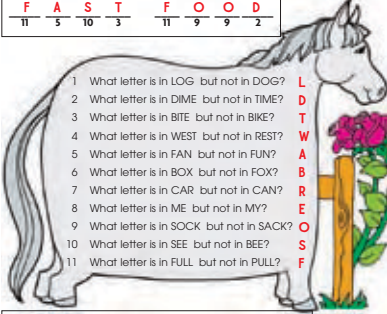
Riddle Fun

Compare means to look for things that are the same
Contrast means to look for things that are different

To solve the riddles in each box read the clues in the horse
Then write the letters in the blanks with the matching numbers

What kind of food does a racehorse like to eat?

F	A	S	T	F	O	O	D
11	5	10	3	11	9	9	2



1. What letter is in LOG but not in DOG?
2. What letter is in DIME but not in TIME?
3. What letter is in BITE but not in BIKE?
4. What letter is in WEST but not in REST?
5. What letter is in FAN but not in FUN?
6. What letter is in BOX but not in FOX?
7. What letter is in CAR but not in CAN?
8. What letter is in ME but not in MY?
9. What letter is in SOCK but not in SACK?
10. What letter is in SEE but not in BEE?
11. What letter is in FULL but not in PULL?

What does a rose sleep in at night?

F	L	O	W	E	R	B	E	D
11	1	9	4	8	7	6	8	2

Answers will vary.


page 59

Week 5 • Day 1
Statements/Questions

Camp Fiddlestick

A telling sentence is called a **statement**. An asking sentence is called a **question**.
Now ask yourself:
How do sentences begin? How do statements end? How do questions end?

Write three statements and three questions about the picture



Statements:

1
2
3

Questions:

1
2
3

Answers will vary.

page 60

Week 5 • Day 2
5 ght Word

Sort It Out!

Put each word from the Word Box in the circle where it belongs. We did the first one for you.

Word Box		
ask	funny	short
brother	said	children
pretty	brown	took
purple	say	sister
read	school	white

People, Places, and Things (nouns)

brother
school
children
sister

Action Words (verbs)

ask
read
said
say
took

Describing Words (adjectives)

pretty
purple
funny
brown
short
white

page 61

Week 5 • Day 2
Add or Subtract

Snuggle Up With a Book

Day of the Week	Reading Minutes
Sunday	97
Monday	28
Tuesday	73
Wednesday	44
Thursday	51
Friday	45
Saturday	80

Use the chart to answer the questions

A. What day did Alex read for the longest time?
Sunday

B. How many minutes did Alex read on Wednesday and Friday?
89 minutes

C. What day did Alex read for the shortest time?
Monday

D. How many more minutes did Alex read on Sunday than Tuesday?
24 minutes

E. How many minutes did Alex read on Monday and Thursday?
79 minutes

F. How many more minutes did Alex read on Tuesday than Thursday?
22 minutes


One hour is 60 minutes. On what days did Alex read longer than one hour?
Sunday Tuesday Saturday

page 62

Week 5 • Day 3
Handwriting

Number Words

Trace and write



1 one
2 two
3 three
4 four
5 five


Check your child's work.

page 63

Week 5 • Day 3
Handwriting

More Number Words

Trace and write



6 six
7 seven
8 eight
9 nine
10 ten

Check your child's work.


page 64

Week 5 • Day 4
Coin Value

Money Matters

Alex asked his little brother Billy to trade piggy banks

Alex's bank has these coins
Billy's has these coins



Do you think this is a fair trade?
Test your answer

Add up Alex's coins: $25¢ + 25¢ + 10¢ = 60¢$

Add up Billy's coins: $10¢ + 10¢ + 10¢ + 10¢ + 10¢ + 5¢ + 5¢ + 1¢ + 1¢ = 63¢$

Write the totals in this Greater than/Less than equation
 $63¢ > 60¢$

Who has more money?
Billy has more money.

page 65

Week 5 • Day 4
B Word Family

-ill Words

Unscramble each word. Write it on the line

blil **bill** lwil **will**
lhil **hill** liqul **quill**
ildrl **drill** lichl **chill**
irlgl **grill** lsil **sill**

Find and circle each word from the Word Bank

Word Bank: bill, mill, chill, quill, drill, sill, grill, thrill, hill, will

Write a sentence using one of the -ill family words

page 66


Week 5 • Day 5
Common Nouns

People, Places, and Things

Common nouns name people, places, or things

Read each sentence. Circle the common nouns

1. The boy made a boat.
2. The brothers went to the park.
3. A girl was with her grandmother.
4. Two boats crashed in the lake.
5. Friends used a needle and thread to fix the sail.



Write the common nouns you circled under the correct heading below

People	Places	Things
boy	park	boat
brothers	lake	boats
girl		needle
grandmother		thread
friends		sail

page 67

Week 5 • Day 5
 Story Comprehension

Story Comprehension

Read the story. Then answer each question.
Fill in the bubble next to the best answer.

Cats and dogs are good pets. You can find these pets in many homes.

A cat is a good pet. A cat can run and jump. A cat can play with a ball of yarn. A cat can also lick your hand.

A dog is a good pet, too. A dog can chase after a ball. A dog can jump up and catch a stick. A dog can also help keep you safe.

- What two animals make good pets?

☐ cats
 ☐ dogs and sharks
 ☒ dogs and cats
- What is a good title (name) for this story?

☒ Good Pets
 ☐ Cats at Home
 ☐ Pet Food
- What can both cats and dogs do?

☐ jump up and catch a stick
 ☐ keep you safe
 ☒ run and jump

page 68

Week 6 • Day 1
 Examining 5 main ideas

Kinds of Groups

Read each sentence. Write the correct word from the box to complete the sentence.

clothing
number

flower
shape

dessert
animal

tool
dish

- A is a kind of **dish**.
- A is a kind of **flower**.
- A is a kind of **clothing**.
- A is a kind of **dessert**.
- A is a kind of **animal**.
- A is a kind of **shape**.
- A is a kind of **tool**.
- A **6** is a kind of **number**.

Read the words in the box again. Think of another example for each group.

page 71

Week 6 • Day 1
 Nouns as Subjects

Nouns in Sentences

The **subject** of a sentence is usually a noun.
Choose a word from the tent to use as the subject of each sentence.

- The **children** sit on the benches in the tent.
- A small **car** drives into the ring.
- This funny **clown** jumps out.
- His big **shoes** flop.
- The **band** strikes up a tune.
- Lively **music** fills the tent.

Write a sentence of your own. Use one of the nouns from the tent as the subject.

Check your child's work.

page 72

Week 6 • Day 2
 Main Idea

Call the Police!

It is good to know that you can call a police officer when you need help. You should not be afraid of the police. Their job is to help people. Police officers help find lost children. They direct traffic when there is a problem on the roads. They arrest criminals so that our towns are safe. When people have been in car accidents, police officers come quickly to help them. During floods, fires, and tornadoes, they take people to safe places. Sometimes they rescue people who are in danger. Police officers have saved many lives. Think of a police officer as your best friend!

What do you think the main idea of this story is? To find out, read the letters that are connected in the puzzle. Write the letters in order beside the matching shapes.

page 73

Week 6 • Day 2
 Writing to a Prompt

My Favorite Sport

What is your favorite sport? In the box, draw a picture of you playing your favorite sport.

Check your child's work.

Write three things you know about your favorite sport. Use the words in the word bank if you need help.

WORD BANK
 goal, team, ball, field, court, run, score, net, players

Answers will vary.

page 74

Week 6 • Day 3
 Graphing

Five Senses

We learn about the world by using our 5 senses. The 5 senses are seeing, hearing, smelling, touching, and tasting.

Look at the pictures on the left side of the graph. Think about which of your senses you use to learn about it. Draw a checkmark in the box to show the senses used. (Hint: You might use more than one.)

	See	Hear	Smell	Touch	Taste
	✓	✓	✓	✓	
	✓				
	✓				
	✓		✓	✓	✓
	✓			✓	

Now graph how many senses you used for each object.

Senses	See	Hear	Smell	Touch	Taste
5					
4					
3					
2					
1					

Check your child's work.

page 75

Week 6 • Day 3
 Proper Nouns

Capitalize Names and Places

Special names of people and places always begin with capital letters. They are called **proper nouns**.

Read the postcard. Find the proper nouns. Write them correctly on the lines below.

Dear sue,

It's very hot here in California. We visited the city of Los Angeles. Then we swam in the Pacific Ocean. I miss you.

Love,
Tonya

sue wang
 11 shore road
 Austin, Texas 78728

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Write a sentence with a proper noun. Underline the capital letter or letters in the proper noun. Then write whether it names a person or a place.

page 76

Week 6 • Day 4
 Reading for Details

Gorillas

Details are parts of a story. Details help you understand what the story is about.

Gorillas are the largest apes. They live in the rain forests of Africa. Every morning, they wake up and eat a breakfast of leaves, fruit, and bark. During most of the day, the adult gorillas take naps. Meanwhile, young gorillas play. They wrestle and chase each other. They swing on vines. When the adults wake up, everyone eats again. When there is danger, gorillas stand up on their hind legs, scream, and beat their chests. Every night before it gets dark, the gorillas build a new nest to sleep in. They break off leafy branches to make their beds, either on the ground or in the trees. Baby gorillas snuggle up to their mothers to sleep.

Find the answers to the puzzle in the story. Write the answers in the squares with the matching numbers.

Across

- During the day, adult gorillas _____.
- Gorillas eat leaves, bark, and _____.
- The largest apes are _____.
- In danger, gorillas beat their _____.
- Young gorillas swing on _____.

Down

- The continent where gorillas live is _____.
- When young gorillas play, they _____ and chase each other.
- Baby gorillas snuggle up to their mothers to _____.

On another sheet of paper, write two things gorillas do that people also do.

page 77

Week 6 • Day 4
ink Word Family

-ink Words

Unscramble each word. Write it on the line.

sikn pink rnk i rink
knwi wink hkint think
dknri drink nstki stink
nlik link kinp pink

Find and circle each word from the Word Bank.

sp x f h t h i n k t h f s t i n k y l
r e p i n k s p x f h s n k t h c h f
t h f w i n k u y v b j k c h b n k i y
d r i n k s p b j k h s h r i n k t h f
u y v b j k b l s l i n k t h f l i n k
k b n k j k t h f r i n k s p x f n k h

Word Bank
drink sink
link stink
pink stink
rink think
shrink wink

Write a sentence using one of the -ink family words.

78

page 78

Week 6 • Day 5
Handwriting

Shapes

Trace and write

oval
heart
circle
square
triangle
diamond
rectangle

Check your child's work.

79

page 79

Week 6 • Day 5
Simple Fractions

Parts to Color

A fraction has two numbers. The top number will tell you how many parts to color. The bottom number tells you how many parts there are.

Color 1/5 of the circle
Color 4/5 of the rectangle

Color 3/5 of the ants
Color 2/5 of the spiders

Color 0/5 of the bees
Color 5/5 of the worms

80

page 80

Week 7 • Day 1
Handwriting

Days of the Week

Trace and write

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Check your child's work.

81

page 83

Week 7 • Day 1
Long Vowels

Picture Maze

Can you get to the end of this maze?
Say the picture names. Listen for the sound of long a.
Color the picture if the name has the long-a sound.

Start

Finish

82

page 84

Week 7 • Day 2
Plural Nouns


More Than One


Many nouns or naming words add **s** to show more than one.
Read the sets of sentences. Draw a line under the sentence that has a naming word that names more than one.

1 Jan has her mittens. 2 She will run up a hill.
Jan has her mitten. She will run up hills.

3 Jan runs with her dogs. 4 The dogs can jump.
Jan runs with her dog. The dog can jump.

Look at each picture. Read each word. Write the plural naming word that matches the picture.

5  cat cats

6  sock socks

83

page 85

Week 7 • Day 2
Real or Fantasy

Fun at the Farm

Story events that can really happen are real. Story events that make believe are fantasy.

Read each sentence below. If it could be real, color the picture. If it is make believe, put an X on the picture.

 Dairy cows give milk.  The farmer planted pizza and hamburgers.

 A pig said, "Let's go he dance tonight!"  The mouse ate the dinner table.

 The hay was stacked in the barn.  The newborn calf was keed with wobbly legs.

 The green tractor ran out of gas.  Two crickets sang "Mary Had a Little Lamb".

 The goat and the sheep got married by the big tree.  Rain made the roads muddy.

 Four little ducks swam in the pond.  The farmer's family ate a pie.

On another sheet of paper, write one make believe sentence about the farmer's house and one real sentence about it.


84

page 86

Week 7 • Day 3
Plural Nouns

More Than One

A plural noun names more than one person, place, or thing.
To make most nouns plural, add an **s**.
Study the picture. Read the words. Write the plural of the word if there is more than one in the picture.



One	More Than One	One	More Than One
1 girl		7 ball	
2 boy	boys	8 hoop	
3 doll	dolls	9 man	
4 lion	lions	10 cap	caps
5 poster	posters	11 shirt	shirts
6 balloon	balloons	12 hand	hands

Write a sentence using one of the plural nouns.

Answers will vary.

87

page 87

Week 7 • Day 3
Writing to a Prompt

All About Ice Cream

Draw the tallest ice cream cone you can in the box.

Write three things you know about ice cream. Use the words in the word bank if you need help.

1
2
3


Answers will vary.

WORD BANK

cold	tasty
flavors	cone
colors	chocolate
melts	vanilla
sweet	yummy

If you could invent an ice cream flavor, what would it be?

Answers will vary.



page 88

Week 7 • Day 4
Addition

Counting on Good Manners

Add. Then use the code to write a letter in each oval to find the "good manner" words.

11 + 10 21	62 + 31 93	44 + 34 78	41 + 5 46	13 + 31 44	35 + 43 78
(P)	(L)	(E)	(A)	(S)	(E)

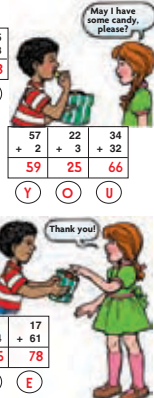
40 + 10 50	43 + 4 47	42 + 25 67	54 + 42 96	41 + 83 124
(T)	(H)	(A)	(N)	(K)

54 + 5 59	21 + 4 25	41 + 25 66	21 + 11 32	26 + 58 84
(Y)	(O)	(U)	(R)	(E)

50 + 30 80	70 + 8 78	50 + 43 93	11 + 7 18	15 + 10 25	31 + 4 35	17 + 61 78
(W)	(E)	(L)	(C)	(O)	(M)	(E)

Code

18 C	21 P	25 O	32 R	35 M	44 S	46 A	50 T
59 Y	66 U	67 H	78 E	79 N	80 W	83 K	93 L



page 89

Week 7 • Day 4
ock Word Family

-ock Words

Unscramble each word. Write it on the line.

crko	rock	kfcol	flock
skoc	sock	okknc	knock
cosmk	smock	cclok	clock
olkc	lock	dkoc	dock

Find and circle each word from the Word Bank.

spbjkxfh(rock)uchyuvbl
(lock)uyckvckbl(flock)iy
thckbjkhf(knock)thckif
(frock)spxbjkhf(sock)thf
(clock)thchckf(dock)xfck
tbjkhf(crock)sph(mock)

Word Bank

clock	knock
rock	lock
dock	rock
flock	smock
frock	sock

Write a sentence using one of the -ock family words.

Answers will vary.

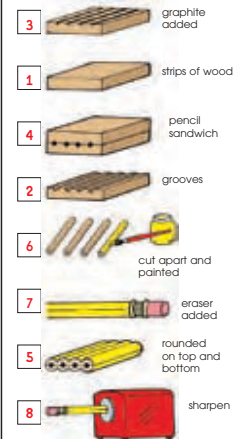
page 90

Week 8 • Day 5
Sequencing

A Pencil Sandwich?

How does the lead get inside a wooden pencil? Pencils are made out of strips of wood cut from cedar trees. Then grooves are cut in the strips. Graphite is laid into the grooves. (We call it lead, but it is really graphite.) Then another strip of wood is glued on top of the first one, making a pencil sandwich! The wood is rounded in rows on the top strip of wood and the bottom strip. Then the pencils are cut apart and painted. An eraser is added on the end and held in place by a metal ring. When you buy a pencil, you sharpen it, and then you are ready to write.

Look at the pictures. Number them in the order that they happen in the story.



page 91

Week 8 • Day 5
Telling Time

Clock Work

Draw the hands on the clock so it shows 4:00. Write about it on the lines below.

Answers will vary.

Draw the hands on the clock so it shows 4:30. Write about it on the lines below.

Answers will vary.

Draw the hands on the clock so it shows 6:00. Write about it on the lines below.

Answers will vary.

Draw the hands on the clock so it shows 6:30. Write about it on the lines below.

Answers will vary.

page 92

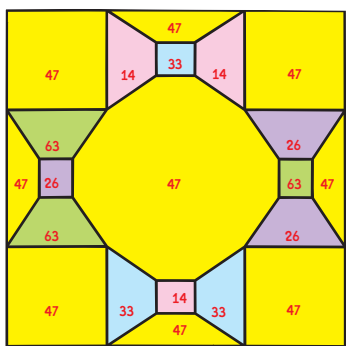
Week 8 • Day 1
Subtraction

Color the Bowtie

Do the subtraction problems in the picture below. Then use the Color Key to tell you what color to make each answer.

Color Key

14 = pink	47 = yellow
26 = purple	63 = green
33 = blue	



On another sheet of paper, draw a picture of four of your friends or family members. Give each one a bowtie!

page 95

Week 8 • Day 1
Long & Short Vowels

What's Missing?

Something is missing from each picture. Read the clues and look at the pictures carefully to find out what it is. Say the name of each missing item and add it to the picture.

Check your child's work.

1. Clue: long i You fly it kite	2. Clue: short i You play on it swing	3. Clue: long a You put flowers in it vase
4. Clue: short a You hit a ball with it bat	5. Clue: long e You need two wheel	6. Clue: short e You sleep on it bed
7. Clue: long o You drive on it road	8. Clue: short o You wear it on your foot sock	9. Clue: short u You drink from it cup

page 96

Week 8 • Day 2
Handwriting

Months

Trace and write.

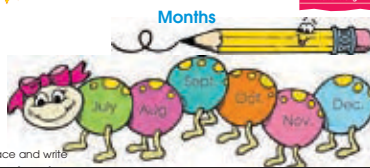
January
February
March
April
May
June

Check your child's work.

page 97

Week 8 • Day 2
Handwriting

Months



Trace and write

July
August
September
October
November
December

Check your child's work.

page 98

Week 8 • Day 3
Classifying

Summer Vacation

Grouping like things together helps you see how parts of a story are connected and makes the story easier to understand.

Last summer, Dad, Mom, Tim, and Tara went to the beach in Florida. They swam, fished, built sandcastles, and went sailing. Mom brought a picnic lunch. She spread a blanket on the sand and set out ham sandwiches, potato chips, apples, and cookies. She brought lemonade in the cooler. Later, Tim and Tara walked along the beach and saw a crab walking sideways. A stray dog was barking at it. A starfish had washed up on the beach, too. Tim threw bread crumbs up in the air to feed a flock of seagulls. Then the family went back to the hotel, and Tim and Tara played video games until bedtime.

Use the story to find the answers. Fill in the blanks.

People Who Went to the Beach Dad Mom Tim Tara	Picnic Items ham sandwiches potato chips apples cookies lemonade	What They Did swam fished built sandcastles went sailing	Living Things They Saw on the Beach crab dog starfish seagulls
---	---	--	--

page 99

Week 8 • Day 3
Regrouping Review

A Great Catch

Circle each group of 10. Write the number of tens and ones on the chart. Then write the number on the baseball glove.

13 tens: 1, ones: 3	16 tens: 1, ones: 6
17 tens: 1, ones: 7	12 tens: 1, ones: 2
10 tens: 1, ones: 0	14 tens: 1, ones: 4
15 tens: 1, ones: 5	18 tens: 1, ones: 8

page 100

Week 8 • Day 4
Making Predictions

Will He Be All Right?

Use story details to guess what will happen.

Father Eagle said to his young son "Today is a very special day. You will fly for the first time." Baby Eagle was afraid. He said, "But Father, I don't know how. What should I do?" His father laid a strong wing on his little shoulder and said, "You will know." They stood at the edge of a very high cliff. Far below were huge rocks and a canyon. "Ride the wind, my son!" said Father Eagle, and he gently pushed his son off the cliff. Baby Eagle yelled, "Help! Help!" and wild flapped his wings. At a of a sudden something wonderful happened!

1. What do you think happened next? Color the rock that is the most likely answer.

2. Why did you choose that answer? Find the sentence in the story that gives you a hint that the story has a happy ending. Write it here.

All of a sudden something wonderful happened.

Unscramble the words and write the answers. ODPUR AARDFI

3. How do you think Baby Eagle felt at first when he was pushed off the cliff? afraid

4. How do you think Father Eagle felt at the end of the story? proud

page 101

Week 8 • Day 4
Verbs

Action at Practice

A verb is an action word. It tells what someone or something is doing. Read each sentence. Write the action verb in the telling part of the sentence.

- Ronald runs to the field. runs
- Michael wears a batting helmet. wears
- He smacks the ball hard. smacks
- Ronald holds the wrong end of the bat. holds
- He misses the ball. misses
- Ronald waits in left field. waits
- He writes G for great. writes
- Ronald's father helps him. helps

Write a sentence about the picture. Use an action verb and circle it.

Answers will vary.

page 102

Week 8 • Day 5
Verbs

Action at the Game

A verb is an action word. It tells what someone or something is doing. Draw a line to match each sentence with an action verb. Then write the action verbs on the lines to finish the sentences.

- Moms and dads watch the game. throws
- The pitcher throws the ball. opens
- Ronald opens his eyes. watch
- The team cheers for Ronald. cheers
- Ronald hits the ball past the pitcher. runs
- He runs to first base. hits
- Someone yells "Go Ronald go!" eat
- The kids eat ice cream after the game. yells

page 103

Week 8 • Day 5
ump Word Family

-ump Words

Unscramble each word. Write it on the line.

mpbu bump mphu hump
rupmg grump ppum pump
pjum jump muppl plump
umpst stump mpdu dump

Find and circle each word from the Word Bank.

Word Bank: bump, jump, clump, lump, dump, plump, grump, pump, hump, stump.

Write a sentence using one of the -ump family words.

page 104

Week 9 • Day 1
Addition

Don't Forget Your Keys

Add. Then follow the clue to find the right key. Write the sum in the key hole.

- 48 + 9 = 57. Find the key with the greatest number in the tens place. 93
- 36 + 5 = 41. Find the key with the greatest number in the ones place. 37
- 14 + 9 = 23. Find the key with even numbers in the ones and tens places. 62
- 53 + 7 = 60. Find the key with 0 in the ones place. 60
- 84 + 6 = 90. Find the key with the same number in the ones and tens places. 44

page 107

Week 9 • Day 1
Past Tense Verbs


What Happened?

Some verbs add **ed** to tell about actions that happened in the past. Find the past tense verb in each sentence. Write it on the line.

- Last spring Daisy planted a garden. planted
- Floyd watered the garden. watered
- Together they weeded their garden. weeded
- One day they discovered a big carrot. discovered

Read each sentence. If the sentence has a past tense verb, write it on the line. If the sentence does not have a past tense verb, leave the line blank.

- They like to eat carrots. _____
- They pulled on the carrot. pulled



108


page 108

Week 9 • Day 2
Past Tense Verbs

What Else Happened?

Some verbs add **ed** to tell about actions that happened in the past. Read the first sentence in each pair. Change the underlined verb to tell about the past.

- Today my dogs push open the back door.
Yesterday my dogs pushed open the back door.
- Today they splash in the rain puddles.
Last night they splashed in the rain puddles.
- Now they roll in the mud.
Last week they rolled in the mud.
- Today I follow my dogs' footprints.
Last Sunday I followed my dogs' footprints.
- Now I wash my dogs from head to toe.
Earlier I washed my dogs from head to toe.



Write a sentence using one of the verbs you wrote.

Answers will vary.

109


page 109

Week 9 • Day 3
Consonant Blends

Blends Game

Say the words.
Listen for the beginning sounds.
Use the Beginning Sounds Color Code to make a picture.

Beginning Sounds Color Code
bl = blue cl = red fl = yellow gl = green pl = brown sl = purple



110

page 110

Week 9 • Day 3
Vocabulary

Busy as a Bee

Bees are hardworking insects. They live together in a nest called a hive. There is one queen bee in each hive. She is the largest bee. There are hundreds of worker bees. The worker bees fly from flower to flower gathering a sweet liquid called nectar. They make honey from the nectar and store it in little rooms in the hive. Each little room is a cell. Many cells in a row make a honeycomb. When a bear or a person tries to steal the honey, the bees swarm, flying around in large groups. Each bee has a stinger to protect it from its enemies. A person who is a beekeeper makes wooden hives for bees, then sells the honey when the bees finish making it.

Look at the picture below. Use each underlined word in the story to label the pictures.



111

page 111

Week 9 • Day 3
unk Word Family

-unk Words

Unscramble each word. Write it on the line.

ntrku	_____	nkbu	_____
uhcnk	_____	knsrhu	_____
knksu	_____	uskn	_____
khun	_____	nskut	_____

Find and circle each word from the Word Bank.

Word Bank: bunk, shrunk, chunk, skunk, dunk, stunk, junk, trunk

Write a sentence using one of the -unk family words.


112

page 112

Week 9 • Day 4
Subit action

Digging Up Bones

Help Daisy find a delicious bone! Subtract. Circle the answer that goes with each bone. > is greater than and < is less than.



A > 40 and < 70 56 94 8 5 (48) 89	B > 25 and < 55 87 53 8 7 76 (46)
C > 37 and < 82 45 81 9 5 36 (76)	D > 74 and < 96 83 68 6 9 (77) 59
F > 63 and < 87 70 75 9 7 61 (68)	G > 16 and < 56 23 47 9 8 14 (39)

Write two subtraction problems on another sheet of paper. One answer should match the bone.

Answers will vary.

113

page 113

Week 9 • Day 4
Descriptive Words

Country Roads

A good sentence uses describing words to help the reader "paint a picture" in his or her mind.

Add a describing word from the list to finish each sentence.

- The chicken laid eggs in her nest. wooden
- The barn keeps the animals warm at night. sunny
- carrots grow in the garden. lazy
- Two pigs sleep in the pen. black
- The cows drink from the pond. three
- A scarecrow frightens the birds. orange

On another sheet of paper, write three sentences describing your favorite place to visit.

114

page 114

Week 9 • Day 5
Cause and Effect

An American Volcano

Mount Saint Helens is an active volcano in the state of Washington. In 1980, this volcano erupted, spewing hot lava into the air. Explosions caused a huge cloud of dust. This gray dust filled the air and settled on houses and cars many miles away. The thick dust made it hard for people and animals to breathe. The explosions flattened trees on the side of the mountain. The hot rocks caused forest fires. The snow that was on the mountain melted quickly, causing floods and mud slides. Mount Saint Helens still erupts from time to time but not as badly as it did in 1980.

Read each phrase below. Write the number of each phrase in the explosion of the volcano that correctly completes the sentence.

- Mount Saint Helens erupted. 4
- The thick ash made it hard. 3
- The explosions. 6
- The hot rocks caused. 2
- Melting snow caused. 1
- Because Mount Saint Helens is an active volcano. 5

Write a story that begins this way:
We were camping in the mountains, when all of a sudden a volcano erupted!

115

page 115

Week 9 • Day 5
Writing to a Prompt

Letter to a Friend

Imagine that you are going to write a letter to a friend. Think of questions to ask in the letter. Then think of something you would like to tell your friend. In the box, draw a picture to show what you wrote about.

Date _____

Dear _____

How _____ ?

What _____ ?

I hope that _____

Something interesting that happened to me was _____

Your friend _____

116

page 116

Week 10 • Day 1
Identifying Nouns

A Noun Puzzle

A **noun** is a word that names a person, place, or thing.
Can you find the hidden picture?
Use the color code to color the spaces that have nouns.

Color Code	
Nouns that name things = orange	
Nouns that name places = green	
Nouns that name people or animals = blue	
Other words = light blue	

Write a sentence using one of the nouns you found.

Check your child's work.

119

page 119

Week 10 • Day 1
Comprehension

Whales

Read the story. Then answer each question. Fill in the bubble next to the best answer.

A whale is a very big animal. Whales live in the sea. Some whales swim with each other. They travel in large groups, called pods. They swim around, looking for food.

Whales feed on sea life. Some whales eat plants. Other whales have teeth and can eat seals and small fish.

Whales must stay wet all the time. However, they also must come to the top of the sea to breathe. When a whale leaps out of the water to catch a breath of air, it is an amazing sight.

- What are pods?
 - ☐ whole food
 - ☒ groups of whales
 - ☐ sea animals
- What is a good title (name) for this story?
 - ☐ The Sea
 - ☐ Fish
 - ☒ Whales
- What must all whales do?
 - ☐ eat seals and fish
 - ☐ spend time on land
 - ☒ stay wet
- Why do whales sometimes jump out of the water?
 - ☐ to warm up
 - ☒ to get air
 - ☐ to catch fish

120

page 120

Week 10 • Day 2
Nouns/Verbs

Verb or Noun?

The meaning of a word often depends on how the word is used. Some words can be used as both verbs and nouns. Add the word at the left to each sentence pair. Write verb or noun on the line next to each sentence to show how you used the word.

peel	1 The peel is the cover of an orange.	noun
	2 The students peel their oranges.	verb
ride	3 Jan's ride on the camel was bumpy.	noun
	4 People ride on camels in the desert.	verb
color	5 The twins color their pictures.	verb
	6 That color fades in the sun.	noun
smell	7 The men smell smoke.	verb
	8 The smell of flowers fills the air.	noun
lock	9 The lock on the box is old.	noun
	10 The Turners lock their door at night.	verb

Write sentences using each of the following words as a verb and a noun. Call ring turn.

Answers will vary.

121

page 121

Week 10 • Day 2
Multiplication

Rocket Riddle

What did the rocket say when it left the party?

What To Do

To find the answer to the riddle, solve the multiplication problems. Then match each product with a letter in the Key below. Write the correct letters on the blanks below.

1 $5 \times 1 = 5$	6 $5 \times 2 = 10$
2 $8 \times 1 = 8$	7 $6 \times 2 = 12$
3 $11 \times 1 = 11$	8 $8 \times 2 = 16$
4 $26 \times 1 = 26$	9 $9 \times 2 = 18$
5 $3 \times 2 = 6$	10 $12 \times 2 = 24$

Key

10	F	27	U	20	W
13	C	8	E	7	D
11	O	6	K	12	T
16	E	9	B	26	O
5	A	24	F	18	T

Riddle Answer: "TIM E TO TAKE OFF"

122

page 122

Week 10 • Day 3
Analyzing Characters

My Favorite Dentist

A **character** is a person or animal in a story. To understand a character better, you should pay attention to the details a story often gives about the character.

Some kids are scared to go to the dentist, but not me. I have a funny dentist. His name is Dr. Smileface. I don't think that's his real name, but that's what he tells all the kids who come to see him. He has a cool waiting room. It has video games and a big toy box. Dr. Smileface always wears funny hats. Sometimes he has his face painted. He asks funny questions like "Are you married yet?" and "Do you eat flowers to make your breath smell so sweet?" That makes me laugh. One time, he told me this joke, "What has lots of teeth but never goes to the dentist? A comb!" When I laughed, he pulled my tooth. It didn't hurt at all! He also teaches me how to take care of my teeth because he says he doesn't want me to get a cavity the size of the Grand Canyon. Before I go home, he always gives me a surprise. Last time I went, he gave me a rubber spider to scare my mom with!

Color the pictures that could be Dr. Smileface. Put an X on the pictures that could not be him.

Draw a line from the toothbrush to the tooth that makes the sentence true.

6 Dr. Smileface makes	how to take care of their teeth.	with a surprise.
7 The child who wrote this story	is not afraid to go to the dentist.	
8 Dr. Smileface teaches kids	his patients laugh.	
9 Dr. Smileface sends kids home		

123

page 123

Week 10 • Day 3
Sight Words

Sort It Out!

Write each word from the Word Box under the question it can help answer. We did the first one for you.

Word Box	after, sister, now, there, children, before, school, us, here, men, soon
Where? (place words)	here, school, there
Who? (people words)	sister, children, men, us
When? (time words)	after, before, now, soon

124

page 124

Week 10 • Day 4
Fractions

Fractions

A fraction has two numbers. The top number will tell you how many parts to color. The bottom number tells you how many total parts there are.

Color $\frac{1}{7}$ of the candy.

Color $\frac{4}{7}$ of the candy.

This loaf of bread is cut into 7 slices.

Could you color $\frac{8}{7}$ of the bread? **no**

Explain your answer. **Answers will vary.**

Color $\frac{7}{7}$ of the bananas.

Color $\frac{3}{7}$ of the peanut butter jars.

125

page 125

Week 10 • Day 4
Handwriting

The Planets

Write the names of the planets.

126

page 126

Week 10 • Day 5
Addition

Carnival Fun

Do the problems below. Then find your answers hidden in the carnival scene and circle them. Can you find all twelve answers?

15	27	34	15	16	12
33	23	23	25	14	31
+ 27	+ 12	+ 24	+ 10	+ 14	+ 17
75	62	81	50	44	60
28	43	10	29	37	51
22	27	17	13	31	23
+ 45	+ 27	+ 18	+ 16	+ 17	+ 17
95	97	45	58	85	91

127

page 127



THIS CERTIFIES THAT



IS NOW READY



FOR GRADE _____



CONGRATULATIONS!



I'm proud of you! _____