

Reading for Every Child

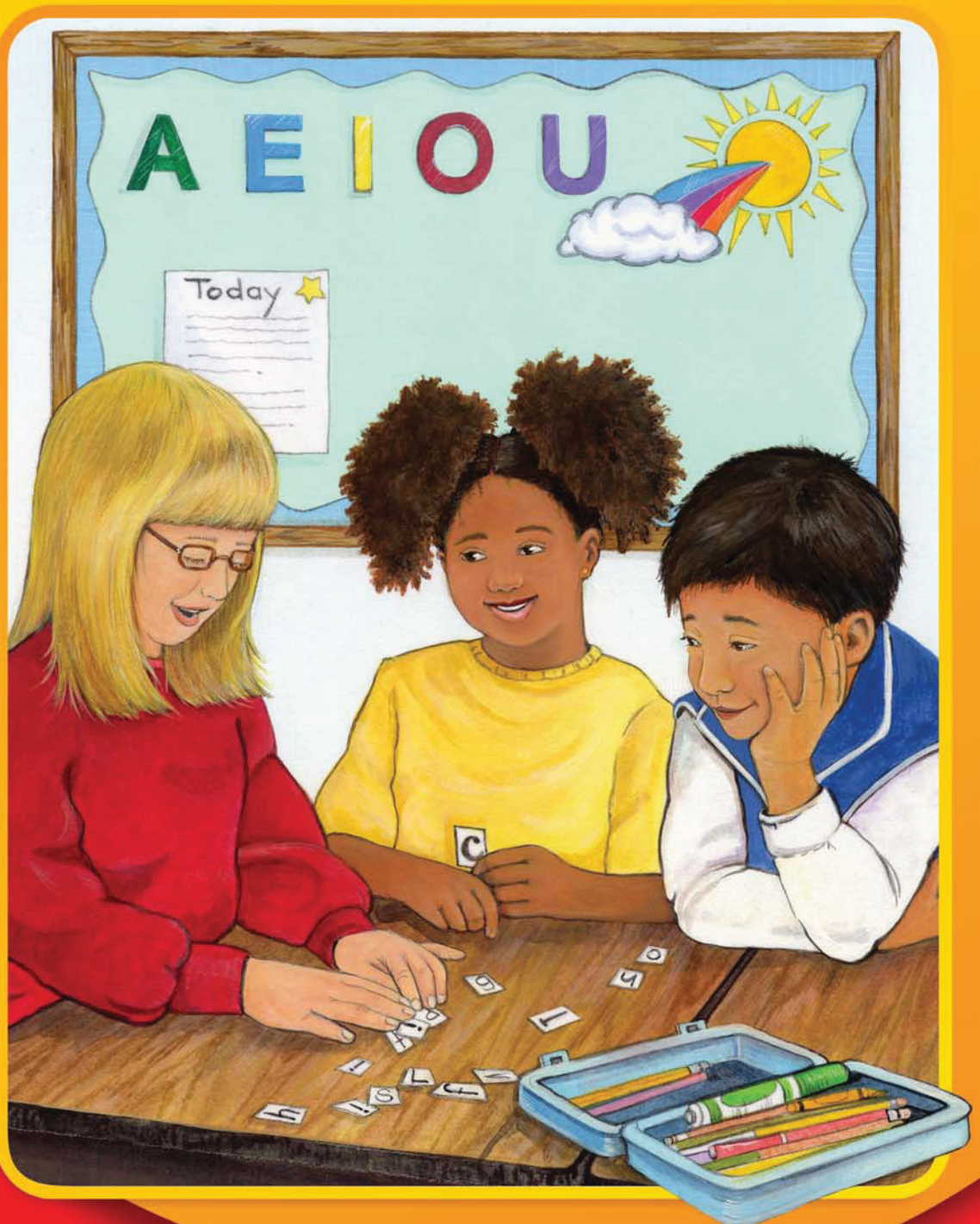
Vocabulary

ALIGNED TO

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STANDARDS!

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- Uses Best Practices in Teaching Vocabulary
- Uses Research-Based Methods
- Includes Extra Practice and Enrichment Activities
- Includes Word Play and Puzzles
- Includes Teacher Resource Pages



Reading for Every Child **Vocabulary**

Grade 1

By
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Instructional Fair

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Reading for Every Child: Vocabulary—grade 1

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Reading First

The Reading First program is part of the No Child Left Behind Act. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness

Phonemic awareness focuses on a child's understanding of letter sounds and the ability to manipulate those sounds. Listening is a crucial component, as the emphasis at this level is on sounds that are heard and differentiated in each word the child hears.

Phonics

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is systematic encounters with letters and letter combinations.

Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is to read more smoothly and with *comprehension*.

Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

Comprehension

Comprehension is “putting it all together” to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading.

Introduction

The *Reading for Every Child: Vocabulary* series offers instruction that will benefit a wide range of students. Each book in this series incorporates research-based methods of vocabulary instruction and includes grade-appropriate vocabulary. The books are full of activities to help students connect vocabulary words to their experiences.

This book includes thirty-two lessons that provide a variety of experiences to develop vocabulary. The activities incorporate opportunities for students to learn and practice known and new vocabulary words and concepts. Teacher resource pages include suggestions for basic, extra practice, enrichment, and extension activities. Each lesson also provides hands-on learning through drawing, writing, puzzles, riddles, and more. At the end of the book you will find a review and resource pages of patterns for games or activities.

Suggestions for Classroom Use

Students' background knowledge, oral language experiences, and basic vocabularies vary greatly. You may need to modify the activities and the suggestions below to fit your students' individual needs.

The versatile design of the lessons allows you to use them in a variety of ways. Here are a few suggestions:

- Cut out an activity and duplicate it for each student.
- Reproduce an activity as an overhead transparency for the classroom.
- Duplicate an activity for a take-home project.
- Staple activities together to make an activity book.
- Attach each activity to a folder or bin. Place the necessary materials in the folder or bin to have ready when needed.

Many of the activities call for use of standard classroom equipment or materials commonly found in the classroom or at home. All of the activities must be conducted under adult supervision. Always be conscious of safety and emergency procedures.

Assessment

When completing these activities, emphasize visuals, using context clues, categorizing words, and connections to the familiar. Encourage students to work cooperatively and with peer tutors as you observe their progress. After an activity, encourage students to share their responses verbally as well as nonverbally.



Circle the Picture

Word Bank

and	at	bag	bath	cat
clap	had	ham	hand	hat

Basic

Write the vocabulary words on the chalkboard or whiteboard. Say the word *at* slowly, emphasizing the /a/ sound, and have students do the same. Tell them that the letter *a* can stand for the short /a/ sound. Point to the letter *a* and have students say the /a/ sound. Touch the *a* in each word and have students emphasize the /a/ sound as they say the word.

Extra Help

Use word-blending techniques to help students sound out the words in the Word Bank. Spell out each word one letter at a time using letter cards. Place the letter cards *m-a-p* on the chalk tray so students can see them. Model blending the letters to sound out the word *map*. Have students listen for the short /a/ sound.

Enrichment

Give each student an alphabet card with the short *a* on it. Tell students to listen for the short /a/ sound in each word. If the word has the short /a/ sound, have students hold up their card. If it does not have the short /a/ sound, tell students not to hold up their card. Say the words *pet*, *apple*, *skunk*, *win*, *cat*, *ham*, and *pot*.

Extension

Have students list as many words as they can that have the short /a/ sound and rhyme with *at*, *an*, or *cap*. Have students make up rhymes for each word family. Then have them underline each short /a/ word with a red crayon. For example:

My cat sat on a mat.
It had a big, red hat.
The hat was very flat.
I like that silly cat.



Name _____

Date _____

Vocabulary

short vowels /a/

Circle the Picture

Word Bank

and

at

bag

bath

cat

clap

had

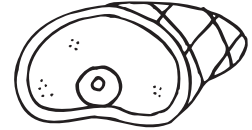
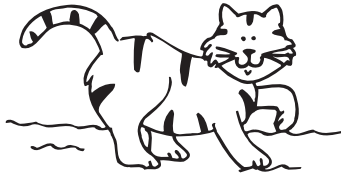
ham

hand

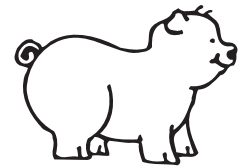
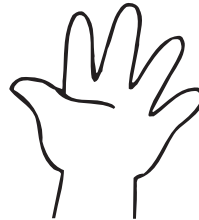
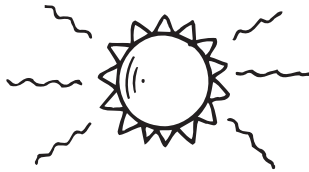
hat

Directions: Say the name of each picture. Circle the picture if the name has the short **a** sound.

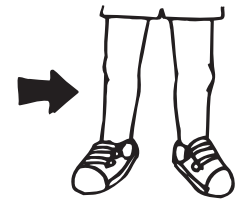
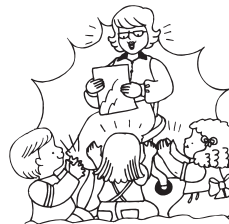
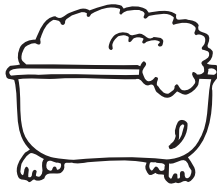
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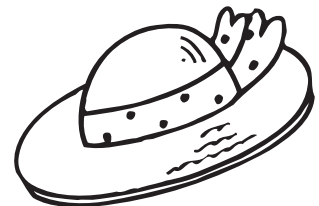
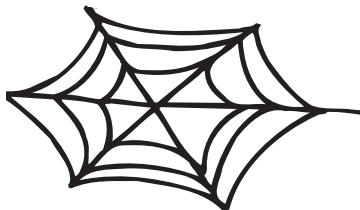
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Cheer for E

Word Bank

egg	help	hen	net	pet
set	tell	tent	web	went

Basic

Tell students that some words have a short /e/ sound. Give each student a card with *yes* on one side and *no* on the other side. Tell students to listen for the short /e/ sound in each word. If the word has the short /e/ sound, have students hold up the *yes* side of the card. If it does not have the short /e/ sound, tell students to hold up the *no* side of the card. Say the words *end*, *sip*, *web*, *net*, *set*, *put*, *elephant*, and *pat*.

Extra Help

Use a pocket chart and letter cards. Have students repeat each word from the Word Bank after you. Have students listen for the sound of each letter in the word. Ask a volunteer to build each word using the letter cards. Then have students sound out each letter and blend the letters to say the word. Have students practice saying the word naturally.

Enrichment

Have students make picture and word cards for each word in the Word Bank. Have students write one word on each card. Then, on another card, they draw a picture for each word. Have students play a game of Concentration. Turn all the cards face down on a table. Have students take turns drawing two cards. Have them try to find a picture card and a word card that match. The student with the most matches wins.

Extension

Make and distribute word cards with the short /e/ sound. Have students take turns reading aloud the word on their card. Have students act out a gesture, such as waving or bowing, to accompany their word. Have the other students repeat the word and gesture. Repeat until each child has had a turn.



Cheer for E

Word Bank

egg

help

hen

net

pet

set

tell

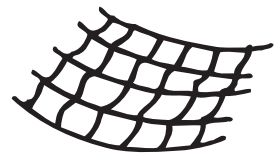
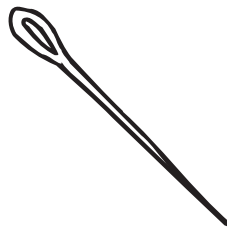
tent

web

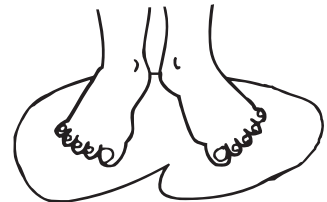
went

Directions: Write the name of each picture. Color the picture if the name has the short **e** sound.

1.



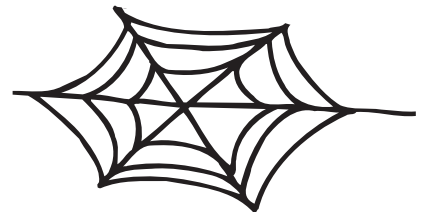
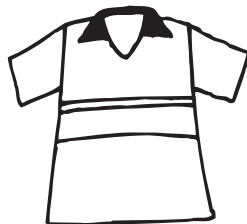
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Listen for I

Word Bank

chip	dig	fin	if	kick	mix
pig	ship	swim	will	wish	

Basic

Read the words from the Word Bank to the students. Have them listen for the short /i/ sounds in each word. Then dictate other words to the students. Have them listen for the words that contain a short /i/ sound. Have students give a thumbs-up if the word contains the short /i/ sound and a thumbs-down if it does not contain a short /i/ sound. Say the words *pit*, *best*, *sink*, *win*, *cat*, *him*, and *hop*.

Extra Help

Build words with letter tiles. Give each student a set of letter tiles. Have them scramble the letters. Ask them to find the letters that spell each word in the Word Bank. As they spell the word, have students sound out each letter and then blend the letters to form short /i/ words.

Enrichment

Have students build short /i/ word families using *-ig*, *-it*, or *-ip*. Have students write the words on chart paper. Display the chart in the classroom where students can use the words for their writing.

Extension

Have students draw a picture with a variety of objects that have a short /i/ sound. Have students label the objects in their picture.

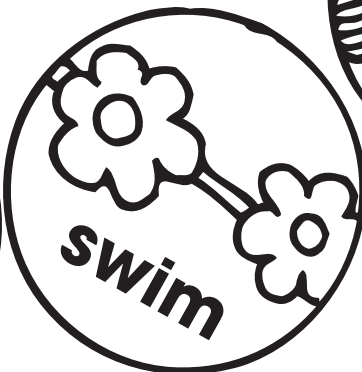
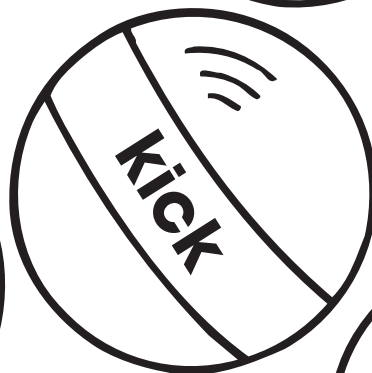


Listen for I

Word Bank

chip	dig	fin	if	kick	mix
pig	ship	swim	will	wish	

Directions: Color the beach ball that has a word with the short **i** sound.





Hop on It

Word Bank

chop cot crop job mop
pop rock shop stop

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Have students read each word and listen for the short /o/ sound in each word. Have them listen for the words that contain a short /o/ sound. Have students stand up if the word contains a short /o/ sound and sit down if it does not contain a short /o/ sound. Say the words *cost*, *hum*, *pest*, *maze*, *hop*, *busy*, and *pot*.

Extra Help

Do a short /o/ cheer with students. Have them echo each word from the Word Bank after you. Encourage them to clap their hands or slap their knees as they read and say each word.

Enrichment

Make a set of picture cards for words with a short /o/ sound. Prepare self-stick notes with one word from the Word Bank on each note. Have students read the word and then match the word on the note to the pictures.

Extension

Have students write a simple story about a real or imaginary experience. Challenge them to use as many short /o/ words as possible. Have students exchange stories. Then have students circle all of the short /o/ words they find in the story.

Hop on It

Word Bank

chop cot crop job mop
 pop rock shop stop

Directions: Draw a line from the short **o** word to its matching picture.

1. map
 mop



2. chop
 chip



3. rack
 rock



4. stoop
 stop



5. coat
 cot





In the Boot

Word Bank

cub	cup	fun	jump	much
must	push	putt	sub	sun

Basic

Say the word *up* slowly, emphasizing /u/. Tell students that the letter *u* stands for the /u/ sound. Write the words from the Word Bank on the chalkboard or whiteboard. Point to the letter *u* in each word and have students emphasize the /u/ sound as they say the word. Have students tell whether the words *uncle*, *fan*, *under*, *trip*, *us*, and *umbrella* have a short /u/ sound.

Extra Help

Use word blending to help students identify short /u/ sounds. Write each word from the Word Bank on the chalkboard or whiteboard. Leave space between each letter. Sound out each letter slowly while running a finger under each letter. Then say the word naturally. Have students repeat the process for each word.

Enrichment

Play a game of Go Fish with students. Have students make two sets of vocabulary cards. Divide students into groups. Have them shuffle their cards and deal them out. Have a student read one of the words on his or her cards. Then have the student ask another if he or she has a card with the same word. Students take turns asking each other for cards and continue until all cards are matched.

Extension

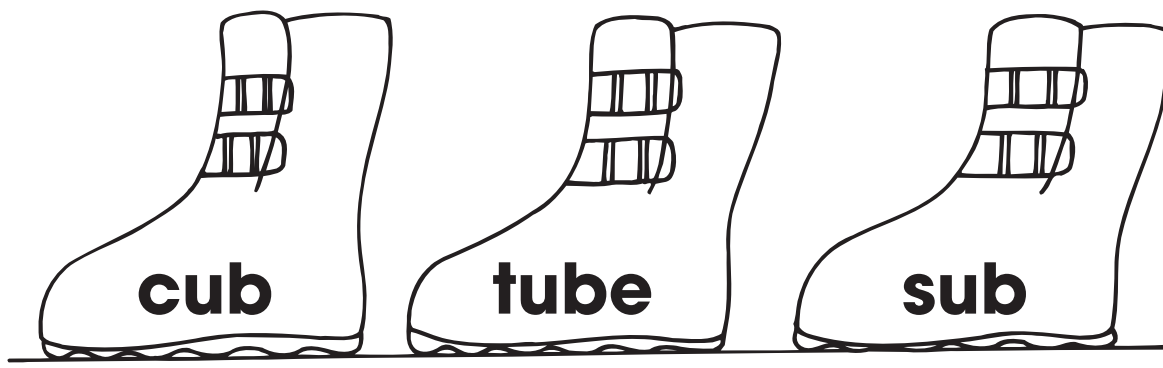
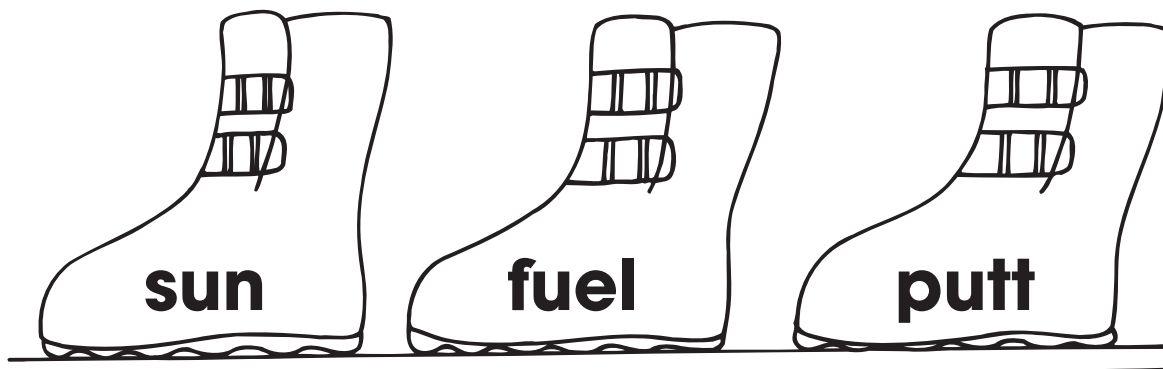
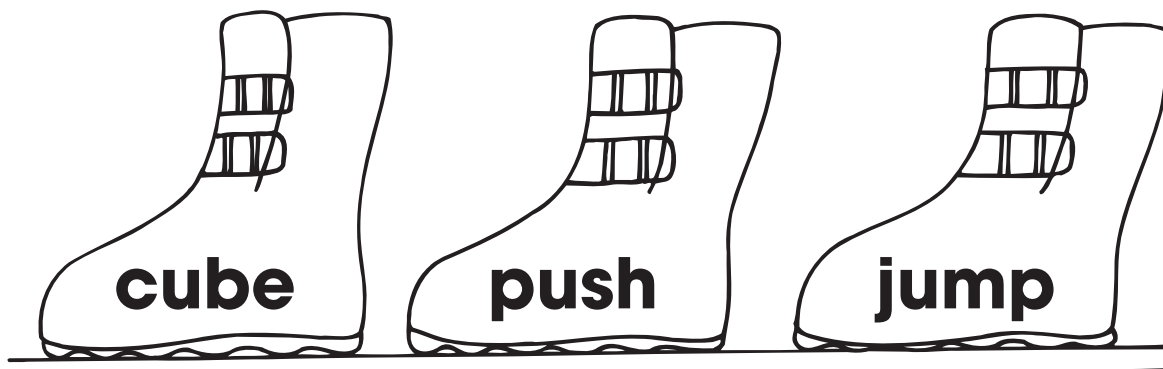
Have students make a simple Venn diagram for words with a short /u/ sound. Give students a list of words. Have students draw two circles on a large sheet of paper. Have them label one circle "Words with short /u/" and the other circle "Words without short /u/." Then have students sort their list of words by writing each word in the circle where it belongs. Discuss with them how they know where to write each word.

In the Boot

Word Bank

cub	cup	fun	jump	much
must	push	putt	sub	sun

Directions: Color the boots that have a word with the short **u** sound.





Colorful Fish

Word Bank

ate	brain	cake	lace	may
play	rain	ray	stay	train

Basic

Write the word *cake* on the chalkboard or whiteboard and read it aloud. Tell students that the letter *a* has a long sound in *cake*. Point out that the *e* at the end of the word signals the vowel in the middle is long. Change the beginning letter to make the word *lake*. Have students read the word and listen for the long /a/ sound. Review the other spellings for the long /a/ sound.

Extra Help

Make and distribute word cards that contain words with the long /a/ sound. Have students read the word on each card and then sort them into word families. Have students identify the spelling pattern for each group of words.

Enrichment

Have students write a story chain. Divide students into small groups. Have one student write a sentence that contains a word with a long /a/ sound. Have the next student read the sentence and then continue the story by adding a new sentence that contains a long /a/ word. Continue until all students have written a sentence. Then have each group read their story aloud.

Extension

Have students make long /a/ puzzles. Give students strips of paper. On one part, have students write a word from the Word Bank. On the other part, have them draw a picture to go with the word. Have students cut apart their strips in wiggly lines. Then have students exchange puzzles and try to match the pieces.



Name _____

Date _____

Vocabulary

long vowels /a/ (also spelled ai, ay)

Colorful Fish

Word Bank

ate

brain

cake

lace

may

play

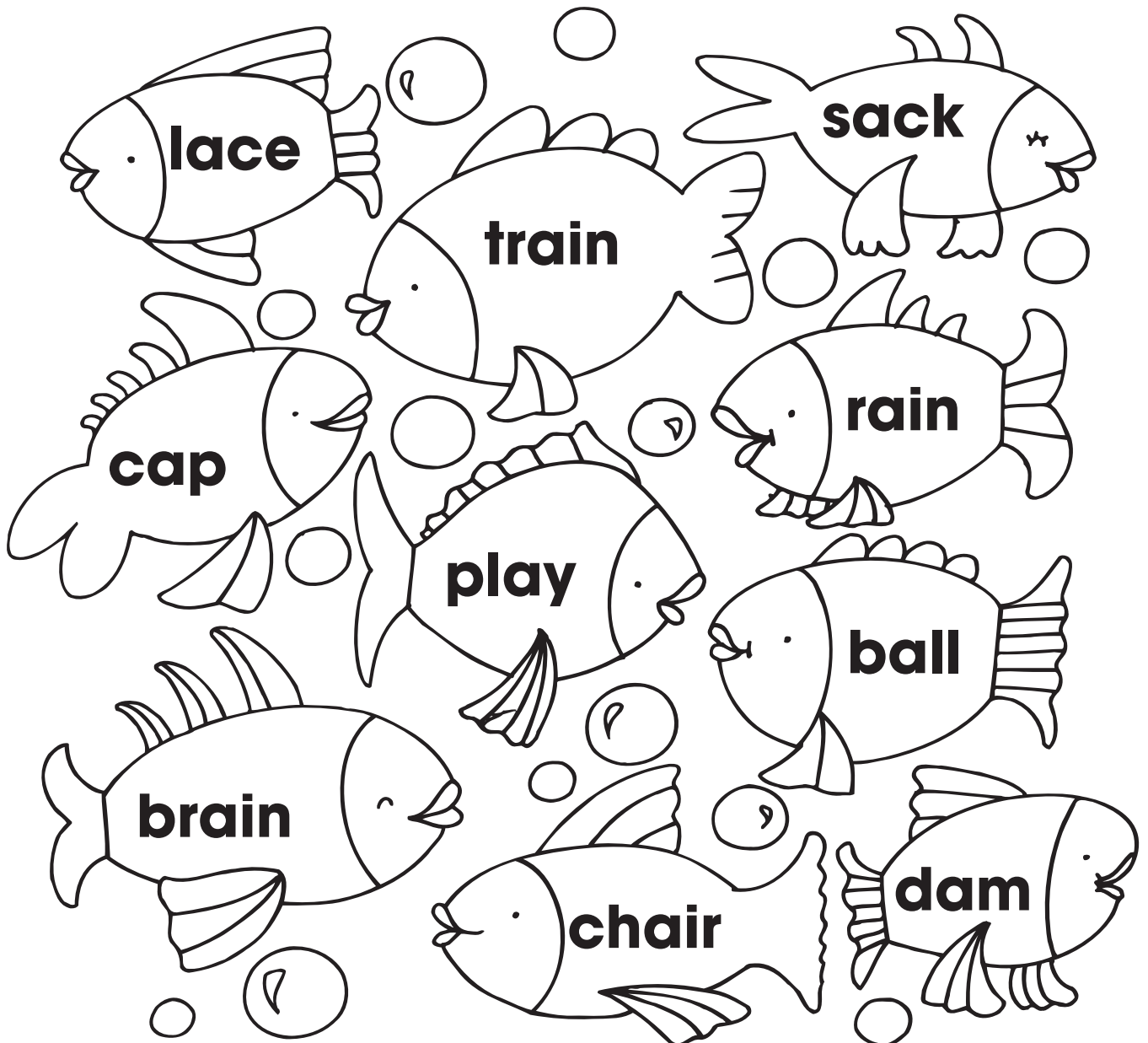
rain

ray

stay

train

Directions: Color each fish that has a word with the long **a** sound.





Make a Match

Word Bank

beat	feet	heat	jeans	need
seat	seed	treat	tree	week

Basic

Write *he*, *see*, and *team* on the chalkboard or whiteboard. Tell students that the letter *e* has a long sound in all three words. Have a volunteer underline the letter combinations that make the long /e/ sound. Have students read aloud each word from the Word Bank. Ask them to tell which letters in each word make the long /e/ sound.

Extra Help

To help students associate the long /e/ sound with the spelling patterns, show them pictures of objects that have a long /e/ sound. Have children name the picture and tell its vowel sound. Have them write the word and underline the letters that make the long /e/ sound. Have students practice reading other words with the same spelling patterns and vowel sounds.

Enrichment

Have students act out long /e/ words. Whisper a long /e/ word in the ear of a student. Have the student act out the word. Then have another student try to guess the long /e/ word. If a student guesses correctly, then he or she can act out the next word.

Extension

Lead students in a long /e/ cheer. Have students echo each vocabulary word after you in a team cheer. Then have students write their own long /e/ cheers. Let them read their cheers aloud while they clap their hands or pat their knees. Let a volunteer teach a new cheer using different long /e/ words.



Make a Match

Word Bank

beat feet heat jeans need
seat seed treat tree week

Directions: Draw a line from the word to its matching picture.

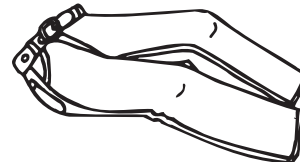
1. set
 seat



2. seed
 set



3. beans
 jeans



4. tree
 steep



5. feet
 fed





It's Long

Word Bank

bike

bite

fright

high

hike

light

like

night

Basic

Tell students that when they see words spelled *ie* or *ight*, the vowel in the middle has a long /i/ sound. Have students listen for the long /i/ sound. Tell students that you will say a word. Ask them to smile if the word contains a long /i/ sound and frown if the word doesn't. Say the following words: *mouse, mice; pine, pit; film, file; rod, ride; shine, sheep.*

Extra Help

Write the word *nine* on the chalkboard or whiteboard. Show students how to blend the letters to form the word. Say *hike* by emphasizing the long /i/ sound. Have students repeat it after you. Do this for each word from the Word Bank until students are comfortable with saying each word.

Enrichment

Have students write a rhyming couplet for a pair of long /i/ words.

Example:

A lamp is very bright. It lights up the night.

After students finish their couplets, have them highlight the words in their couplets with a highlighter. Then have students draw a picture to accompany their couplets. Bind the couplets together into a book and read them aloud to the class.

Extension

Have students conduct a long /i/ search. Have them look for long /i/ words in their science or social studies books. Have them list as many words as they can find. Then have students draw a picture for each word they find. Students can keep these pictures in a card file or a journal.

It's Long

Word Bank

bike

bite

fright

high

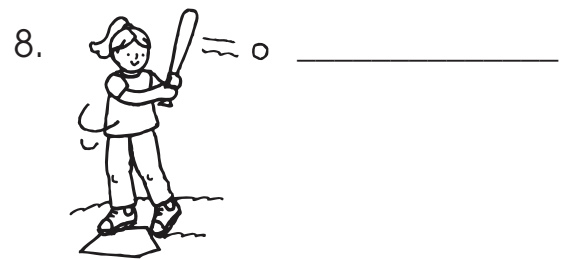
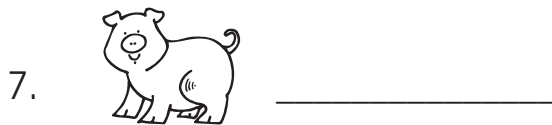
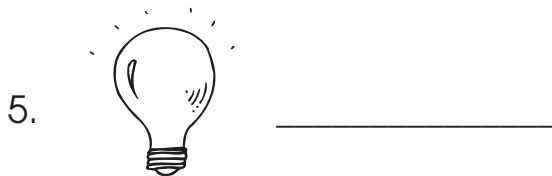
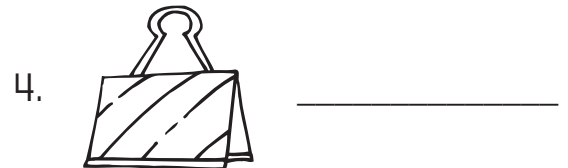
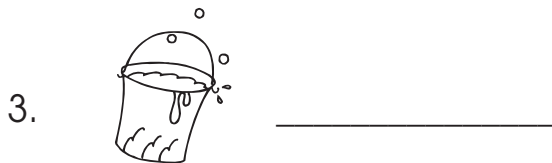
hike

light

like

night

Directions: Write the name of each picture on the line.
 Then color the pictures that have a long **i** sound.





Oh, Oh, Oh!

Word Bank

boat coat close froze home
nose note rode spoke

Basic

Dictate the words from the Word Bank to the students. Encourage students to use their knowledge of letter sounds to write the words. Remind them that the long /o/ sound can be spelled with *oa* or *oe*. Have students take turns writing the words on the chalkboard or whiteboard and then reading them aloud.

Extra Help

Work with students to use the words from the Word Bank in sentences. Show students one vocabulary word. Ask them to give a sentence for the word. Write the sentence on the chalkboard or whiteboard. Have another student read the sentence and then underline the word with the long /o/ sound.

Enrichment

Have students write riddles that describe a long /o/ word without telling what the word is.

Example:

I go in the water. You can row me. What am I? (boat)

Then have students read their riddles aloud and take turns guessing the long /o/ word that is the answer to the riddle.

Extension

Have children sit in a circle. Hold up a card with a long /o/ word on it. Say the word aloud. Have the student to your left echo the word. Then have each student in turn repeat the word, continuing around the circle until each student has said the word. Repeat with other long /o/ words. Select a student to begin the next echo.



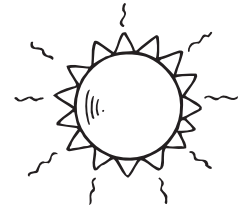
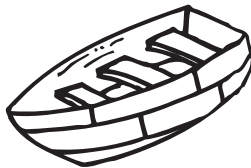
Oh, Oh, Oh!

Word Bank

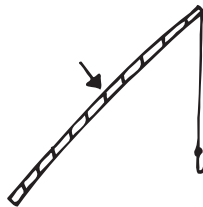
boat coat close froze home
 nose note rode spoke

Directions: Say the name of each picture. Circle the picture if the name has the long o sound.

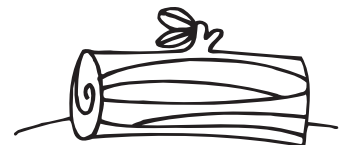
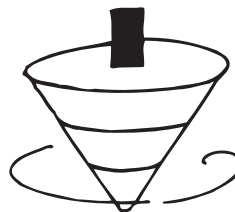
1.



2.



3.



4.





Follow the Path

Word Bank

cute

fuel

fuse

huge

mule

rule

tube

use

Basic

Write the word *tube* on the chalkboard or whiteboard. Tell students to listen as you say the word. Ask them to repeat the word after you. Point out to them that the *e* at the end of the word often signals that the vowel in the middle is long. Have students listen to pairs of words. Ask them to identify the word that has the long /u/ sound. Use the following pairs of words: *tune, town; cube, code; hug, huge; tube, tub; mile, mule; road, rude; cut, cute*.

Extra Help

Make and distribute word cards with long /u/ sounds. Have students read the cards and write a sentence for each word. Have students read their sentence aloud while other students listen for the word with the long /u/ sound.

Enrichment

Ask students to make up sentences that contain words with the long /u/ sound. Tell them to use as many long /u/ words as possible. Have students exchange sentences with a partner. Ask each student to underline all the long /u/ words in each sentence. Check students' work.

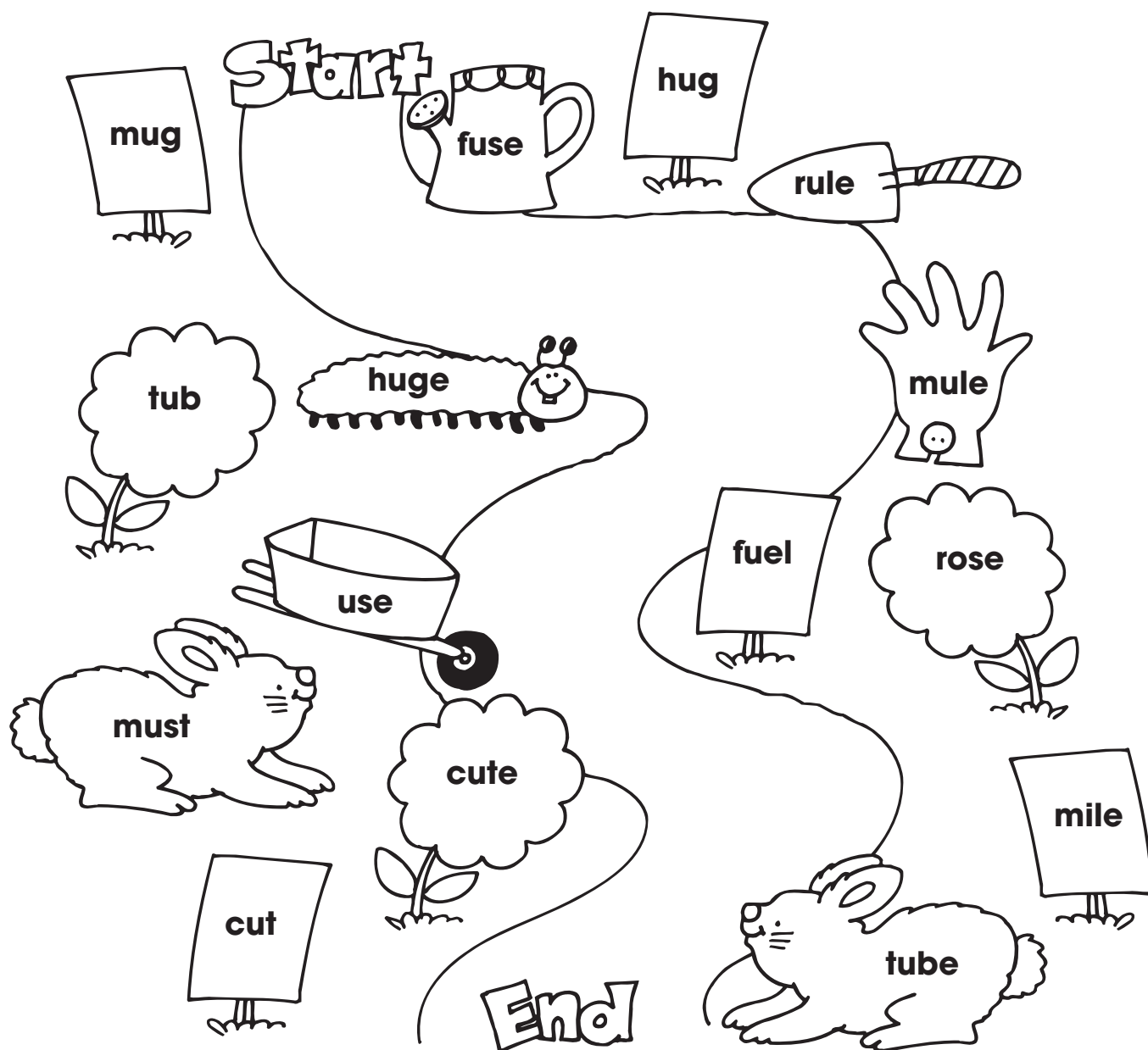
Extension

Have students make stick puppets and give the puppet a name. Have them write the long /u/ sound on the hat or stomach of the puppet. Tell them that their characters like to say words that have the long /u/ sound. Then have students write some words with the long /u/ sound on the back of the puppet.

Follow the Path

Word Bank			
cute	fuel	fuse	huge
mule	rule	tube	use

Directions: Draw a path from the start to end. Connect all the pictures that have a long **u** sound.





Fly the Flags

Word Bank

card

cent

gift

gym

jam

jet

soup

sun

Basic

Write the word *slice* on the board. Read it aloud, emphasizing the /s/ sounds. Have students repeat it after you. Tell students that *c* can sometimes stand for the /s/ sound. Have students look around the room for other objects or people with names that contain the sound /s/. Repeat with other letters.

Extra Help

Have students listen to the words from the Word Bank as you read them. When they hear the /s/ sound, have them pretend they are hissing snakes and say "s-s-s." If they don't hear the /s/ sound, have students shake their heads. Repeat for the other consonants.

Enrichment

Have students make a board game with the words from the Word Bank. Give them a game board pattern. Tell them to write one vocabulary word in each square. In the remaining squares, have students write a direction such as *Go back 1 space* or *Jump ahead 2 spaces*. Have students take turns rolling a number cube to find how many spaces they can move. Have students read the word in the space they land on or follow the directions on the space.

Extension

Have students look for other words that begin with *c*, *g*, *j*, or *s*. Have them make a list of the words that they find. Tell students to put all the *c* words, *g* words, *j* words, and *s* words in separate lists. Then have them choose a list to use. Have students make a pop-up book of their words. Encourage them to include a picture for each word.

Fly the Flags

Word Bank

card

cent

gift

gym

jam

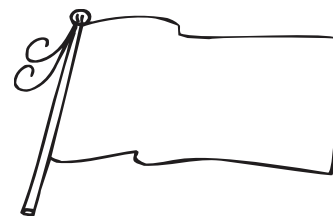
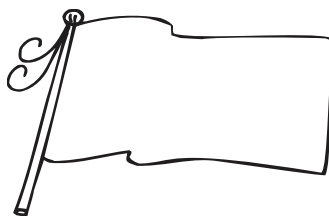
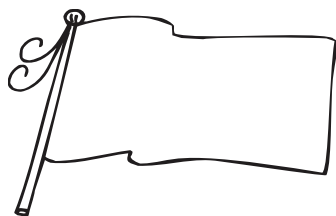
jet

soup

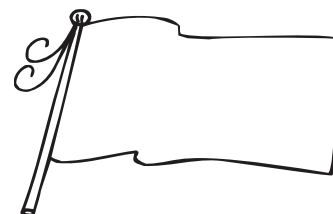
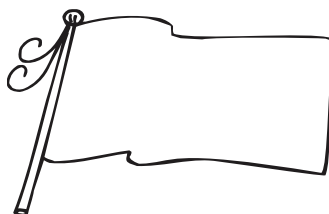
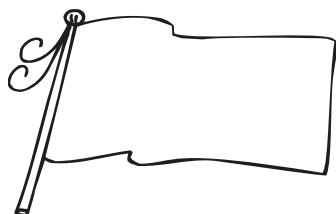
sun

Directions: Write the words from the Word Bank on the flags where they belong.

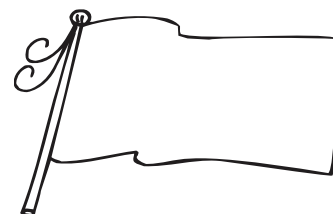
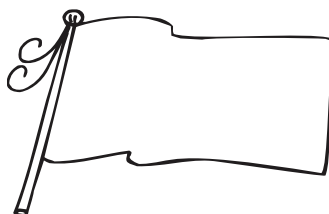
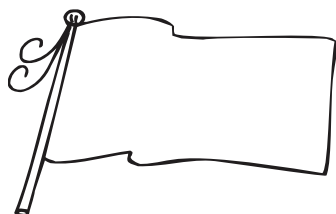
1. Begins with *c*.



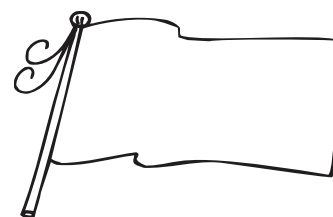
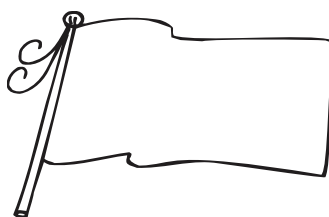
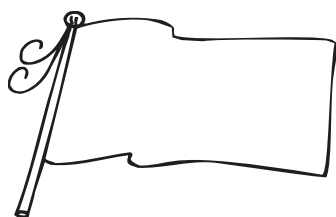
2. Begins with *g*.



3. Begins with *j*.



4. Begins with *s*.





At the End

Word Bank

mad	man	met	mop	pad	
peg	pet	pin	tap	ten	tip

Basic

Introduce the consonants. Tell students that many words begin and end with consonants. Give students letter cards for *n*, *t*, *d*, *p*, *g*, and *m*. Have students listen to the words from the Word Bank. Have them listen to the last sound in each word. Then have students show the card that has the letter that contains the final sound in each word.

Extra Help

Use picture cards to review final consonants with students. Show students a picture and say the name of it. Have students listen carefully as you say each word. Then have students identify the last sound in each word. Repeat until students are comfortable hearing the final consonant.

Enrichment

Have students act out words from the Word Bank or other words. Have the class guess each word and then tell the final consonant sound they hear.

Extension

Have students make a wordsearch puzzle using their vocabulary. Have students use grid paper. Tell them to write one letter in each block. Have students fill in the empty blocks with any letter they choose. Students then can exchange papers and try to find the vocabulary words in their partner's puzzle.

At the End

Word Bank

mad man met mop pad
 peg pet pin tap ten tip

Directions: Write the words on the lines where they belong.

1. Ends in *n*.

2. Ends in *t*.

3. Ends in *d*.

4. Ends in *p*.





Cross It Out

Word Bank

chick child chin duck hatch
luck pack tick truck

Basic

Say *chin*, and have children repeat the word after you. Then say each word from the Word Bank, one at a time, emphasizing /ch/ or /ck/. Have students tell whether the /ch/ or /ck/ comes at the beginning or at the end of the word.

Extra Help

Use word-blending strategies with students. Use letter cards to spell out each word from the Word Bank. Place the letters on the chalk tray. Push the letters *c, h* or *c, k* together. Point out that the /ch/ or /ck/ work together to make one sound. Move your hand under the letters as you elongate the sounds. Then say each word naturally.

Enrichment

Make a digraph flip book. Give students several small squares of drawing paper. On each piece, have students write a word with the /ch/ or /ck/ sound. Then have them draw a picture of their word. Punch a hole in the upper left corner of each drawing. Use a clip ring or yarn to combine all the drawings into one book.

Extension

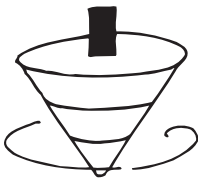


Tell students that you are going to say a word that has the /ch/ or /ck/ sound. Have students listen for the sound and then write on the chalkboard or whiteboard as many rhyming words as they can think of. Repeat this for other words with the /ch/ or /ck/ sound.


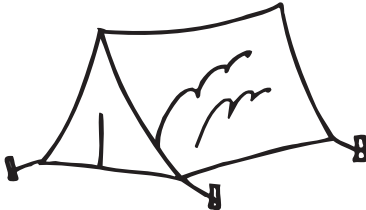
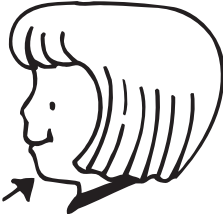
Cross It Out

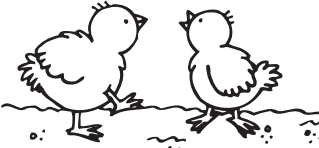


Word Bank


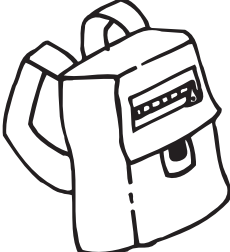
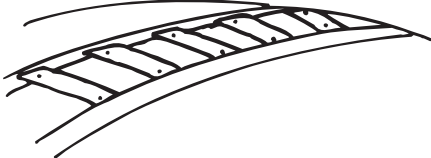
chick child chin duck hatch
 luck pack tick truck

Directions: Draw an X over any pictures that do not have the **ch** or **ck** sound.

1.   

2.   

3.   

4.   



Whale of a Puzzle

Word Bank

dish fish splash thank thick
think whale wheat whisker

Basic

Write the word *dish* on the chalkboard or whiteboard. Tell students to listen as you say the word. Ask them to repeat the word after you. Point out to them that the *sh* at the end of the word makes one sound. Have students listen to the other words from the Word Bank. Ask them to identify the /th/, /sh/, or /wh/ sound in each word.

Extra Help

For students who need additional help with /th/, /sh/, or /wh/ sounds, display word cards for *think*, *thank*, *wheat*, *whisker*, *whale*, *dish*, *splash*, *fish*, and *thick*. Have students take turns reading each word and using it in a sentence. Write students' sentences on chart paper. Then have students take turns rereading the sentences.

Enrichment

Have students work together to make a book of words with /th/, /sh/, or /wh/ sounds. First have them make a list of words with /th/, /sh/, or /wh/ sounds. Then give students three sheets of paper. Label each sheet with a different digraph. Have students select a few words to write on each sheet of drawing paper. Have students illustrate as many of their words as possible.

Extension

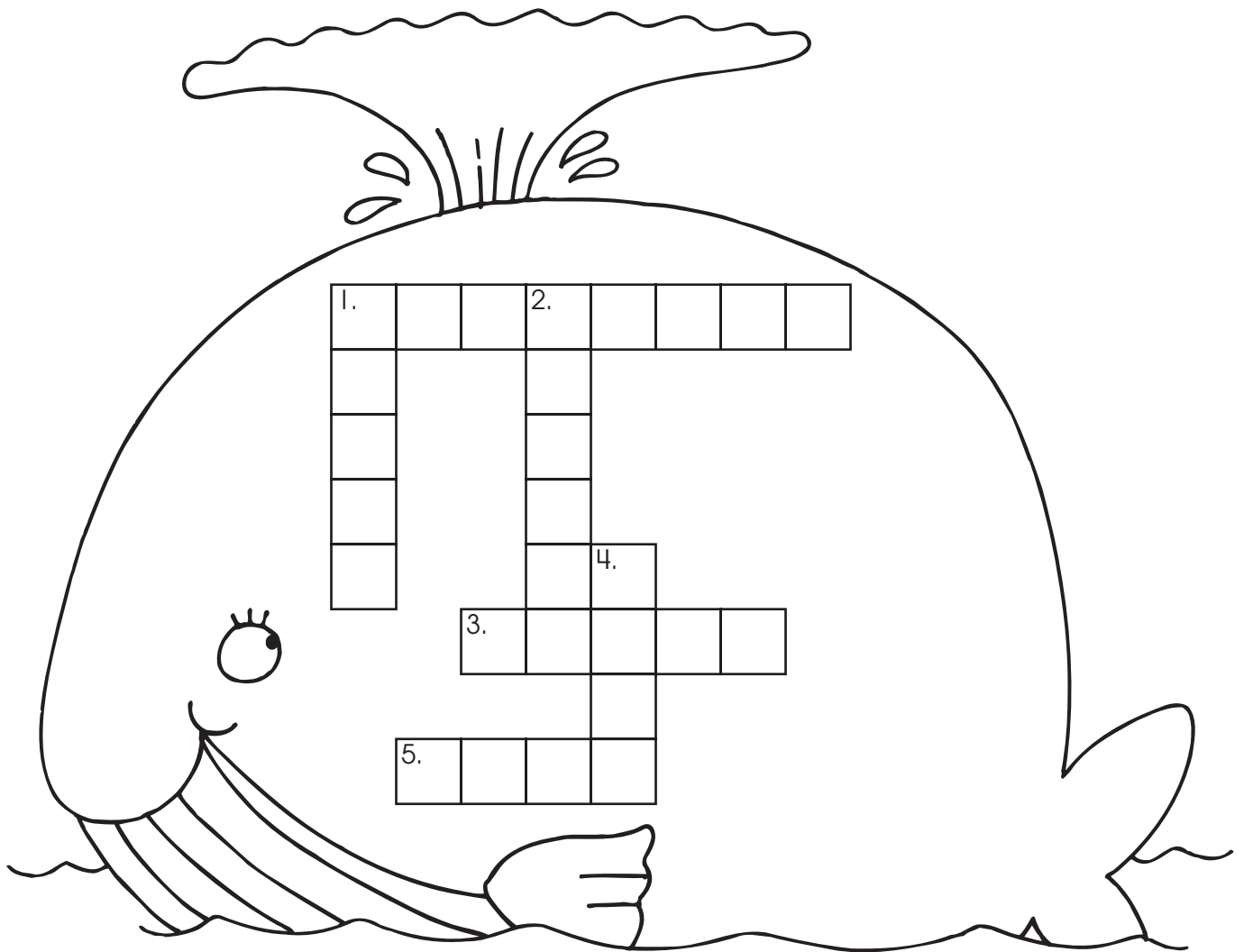
Have students make a wordscope. Cut out a narrow strip of paper. Divide the strip into boxes. In each box, write a letter or letters to stand for the initial sounds on the strip. Fold a sheet of paper and cut out two slits long enough for the strip to pass through. Have students draw a box next to the slits. In the box, write a phonogram with /th/, /sh/, or /wh/. Have students pull the strip and read the words.



Whale of a Puzzle

Word Bank

dish fish splash thank thick
think whale wheat whisker



ACROSS

- 1. cats have _____
- 3. not thin
- 5. plate or cup

DOWN

- 1. large sea creature
- 2. _____ in the puddle
- 4. trout is a _____



Juggling Seals

Word Bank

quack

queen

quick

quilt

quite

quiz

squeal

Basic

Write the letters *q* and *u* on the chalkboard or whiteboard. Tell students that the letter *q* is almost always followed by *u*. The *qu* stands for the /kw/ sound. Read the words from the Word Bank to the class. Have students listen for each sound. Ask them to touch their nose once to indicate each sound they hear.

Extra Help

Tell students that you will say three words and that you want them to find two words with the same beginning sound. Slowly say the words below, emphasizing the digraph sound in each. Have volunteers identify the two words with the same beginning sound.

quiz, queen, duck
quiet, cat, quit

farm, quilt, quack
quart, quill, cart

Enrichment

Say two words that differ only in the middle or ending phoneme. Have children identify the position of the different sounds.

quiz, quip (ending) quilt, quill (ending) quite, quote (middle)

Have students find other word pairs that begin with *qu* but have either a middle or an ending phoneme that is different.

Extension

Have students work together to write a song for words with *qu*. Use "Old MacDonald Had a Farm" for the tune. Have students use words with *qu* in place of farm animals. Then have students sing their song for the class.

Example:

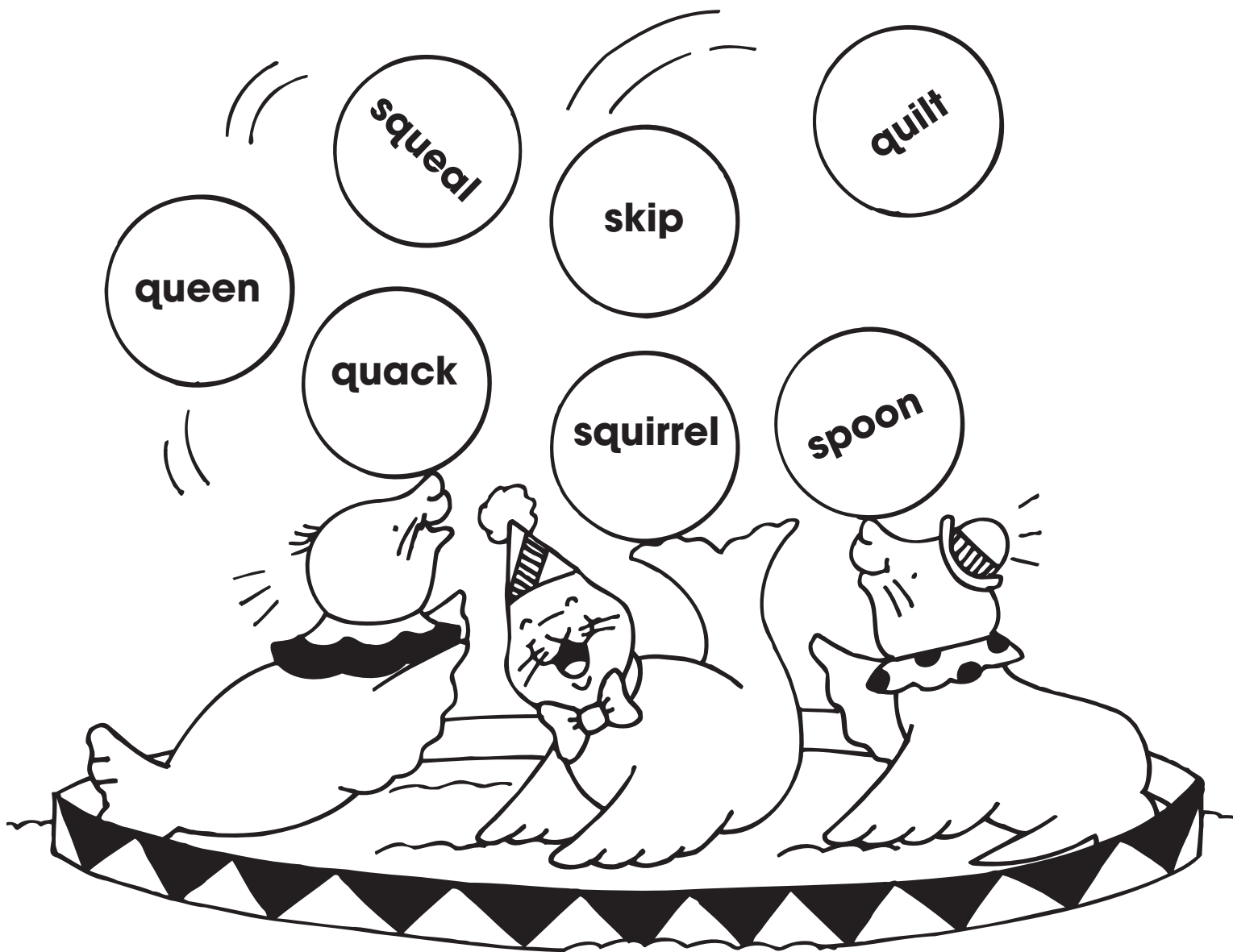
And on his farm, he had a queen, E-I-E-I-O
With a /kw/ -/kw/ here and a /kw/ -/kw/ there
Here a /kw/, there a /kw/, everywhere a /kw/ -/kw/

Juggling Seals

Word Bank

quack queen quick quilt
 quite quiz squeal

Directions: Draw an X over any balls that do not have the **qu** sound.





Clothes on the Line

Word Bank

blank	blast	crab	draw	flag
frog	sleep	spill	stack	write

Basic

Write the word *lap* on the chalkboard or whiteboard, and have students read the word. Then add *s* in front of it. Say *slap*. Point out to students that *sl* can be heard at the beginning of the word. Tell them that *sl* is a blend. Tell them that when two consonants are together, you can usually hear the sound of both consonants in the word. Repeat using other letters such as *f* or *c*.

Extra Help

Give students letter tiles. Have students listen as you say each word from the Word Bank. Have students use the letter tiles to spell each word. Then have students repeat each word by blending the letters as they point to each letter tile.

Enrichment

Have students make word sacks for words with blends. Use three paper sacks. Write "Blends with r," "Blends with l," and "Blends with s" on the outside of each sack. Have students look for words that have blends while reading. When they find a word with a blend, have them write the word on the outside of the paper sack. Have students place inside the sack a card with their word used in a sentence.

Extension

Give students wooden sticks and construction paper to make stick puppets. Have students give their puppets a name that contains a blend such as *Stan* or *Brenda*. Have students use their puppets to act out a skit about blends. Encourage students to use as many words with blends as possible.

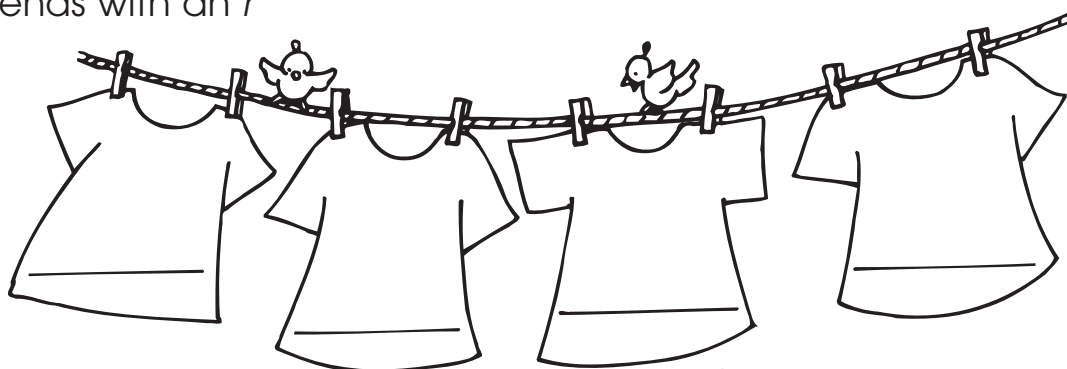
Clothes on the Line

Word Bank

blank	blast	crab	draw	flag
frog	sleep	spill	stack	write

Directions: Write the words on the t-shirts where they belong.

1. Blends with an *r*



2. Blends with an *l*



3. Blends with an *s*





Circle the R

Word Bank

arm

art

barn

chart

dark

farm

spark

star

Basic

Say the words *art* and *far* and have students repeat the words. Ask students where they hear the /ar/ sound in each word. Tell students that you will say some other words. Have them listen for words with the /ar/ sound. If the word has an /ar/ sound, tell students to point to the ceiling. If it does not have an /ar/ sound, have them point to the floor.

Extra Help

Say the word *car*. Have students listen to the word and repeat it after you. Tell children that you will say two words. Have students identify which word has the /ar/ sound, as in *car*. Say the following words slowly so students can listen for the /ar/ sound: *card/cap*, *pat/part*, *bark/back*, *stay/star*, *match/mart*.

Enrichment

Have students write star stories. Draw several large stars on drawing paper. Have students write an /ar/ word on the points of each star. Have students read their words and correct any words that do not have the /ar/ sound. Then ask students to make up a story (oral or written) with several words from one or more of their stars.

Extension

Have students listen for the /ar/ sound in words with more than one syllable. As you say each of the following words, ask students if they hear the /ar/ sound. Have students listen to each word and tell how many parts are in each word. Then have them tell which part of the word has the /ar/ sound.

marsh/mal/low (three, first)

un/harmed (two, second)

par/don (two, first)

mar/ket (two, first)

part/ner (two, first)

star/light (two, first)

gar/den (two, first)

de/part (two, second)



Circle the R

Word Bank

arm

art

barn

chart

dark

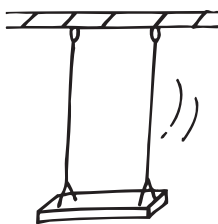
farm

spark

star

Directions: Write the name of each picture. Circle the pictures that have an r-controlled vowel.

1.



2.



3.





Fill in the Blank

Word Bank

born

core

corner

door

for

fork

sort

store

Basic

Write *or*, *for*, and *ore* on the chalkboard or whiteboard. Tell students that the letters *or* and *ore* can both stand for the /or/ sound. Tell students that you will say some words. Have them cross their arms if they hear the /or/ sound. Have them uncross their arms if they do not hear the sound. Say the following words: *coat*, *orchard*, *porch*, *sort*, *tore*, *bird*, *cold*, *born*, *slow*, *fork*, *morning*, *corner*.

Extra Help

Play Hide and Seek with the words from the Word Bank. Write the words on cards and place them in a conspicuous place in the classroom. Say each word and have students search the classroom for the word. When they find the word, have students pick it up and read it aloud.

Enrichment

Dictate a word with the /or/ sound to the class. Have students write a sentence using the word on chart paper. Ask a volunteer to read the sentence aloud. Then have another student circle the word that contains the /or/ sound. Continue the activity with the rest of the words from the Word Bank.

Extension

Have students make a collage of words with /or/ sounds. Have students cut out pictures from magazines or a catalog of things whose name contains /or/ sounds. Have students glue their pictures on a sheet of paper. Tell students to write the name of each picture in their collage. Have students share their collages with the class.



Fill in the Blank

Word Bank

born

core

corner

door

for

fork

sort

store

Directions: Complete each sentence with one of the words in the Word Bank.

1. I went **f**_____ a walk.



2. An apple has a **c**_____.



3. I eat with a **f**_____.



4. I was **b**_____ at the hospital.



5. Open the **d**_____.



6. We buy milk at the **s**_____.



7. Cross the street at the **c**_____.





Name the Word

Word Bank

burn curl dirt fern first
germ hurt shirt turn

Basic

Write the words *her*, *sir*, and *fur* on the chalkboard or whiteboard. Ask students how all the words are alike. (They rhyme or end with the /ur/ sound.) Explain to students that *er*, *ir*, and *ur* can all stand for the /ur/ sound. Write the words from the Word Bank on the board. Have students underline the letters in each word that stand for the /ur/ sound.

Extra Help

Use word-blending strategies with students. Use letter cards to spell out each word in the Word Bank. Place the letters on the chalk tray. Push the letters *er*, *ir*, or *ur* together. Point out that *er*, *ir*, or *ur* work together to make one sound. Move your hand under the letters as you elongate the sounds. Then say each word naturally. Have students repeat the words after you.

Enrichment

Give students a paper cup and a handful of counters. Have students listen to some words such as *bird*, *cart*, *fort*, *girl*, *hurt*, *germ*, *lark*, *more*, *nurse*, *serve*, *turn*, and *warn*. Have students listen to each word and decide whether it contains the /ur/ sound. If the word has the /ur/ sound, have students place a counter in the cup. Continue with other words.

Extension

Have students play a game of See and Say. Have students take turns thinking of a word that has the /ur/ sound. Have students give clues as to the word they are thinking of.

Example:

I see an animal that flies. It has wings and feathers. Can you say the word? (bird)

Repeat until all students have had a turn giving clues.

Name the Word

Word Bank

burn curl dirt fern first
 germ hurt shirt turn

Directions: Complete each sentence with one of the words in the Word Bank.

1. Luis fell off his bike and _____ his knee.
2. Mother will _____ my hair for the party.
3. To open the door, _____ the handle.
4. The dog buried the bone in the _____.
5. The hot dish will _____ your hand.
6. My dad wears a _____ and tie to work.





How It Ends

Word Bank

helps helped helping jumps jumped
jumping looks looked looking

Basic

Tell students that *-ed* is added to words that tell about the past and the ending *-ing* shows that something is going on now. Write the word *like* on the chalkboard or whiteboard and point out the *e* on the end. Explain that when a word ends with *e*, the *e* is dropped before adding the *-ed* or *-ing*.

Extra Help

Read each of the following sentences aloud. Have children identify the word with an *-s*, *-ed*, or *-ing* ending. Have students tell whether the action is happening now or in the past.

Mary shared her cookie with me.
Tom is sharing his crayons.
She shares her ball with John.

Bill is jumping on the box.
Lester jumped up and down.
My dog jumps high.

Enrichment

Write the following words on the chalkboard or whiteboard:

care joke race

Have students fold a sheet of paper into fourths to make four columns. Tell students to write the base word in the first column. In the second column, they should write the *-s* form of the word; in the third, the *-ed* form; and in the fourth column, the *-ing* form. Remind students to drop the final *e* before adding the endings. Have students read each row of words aloud. Have students continue to add words to their lists as they find them.

Extension

Make a word wheel with students. Give students two circles. Make one circle five inches and the other three inches in diameter. Fasten them together with a brad. Divide both circles into three sections. In each section of the smaller circle write *-s*, *-ed*, and *-ing*. On the larger circle, write base words. Have students turn the wheel to make words that end in *-s*, *-ed*, or *-ing*.

How It Ends

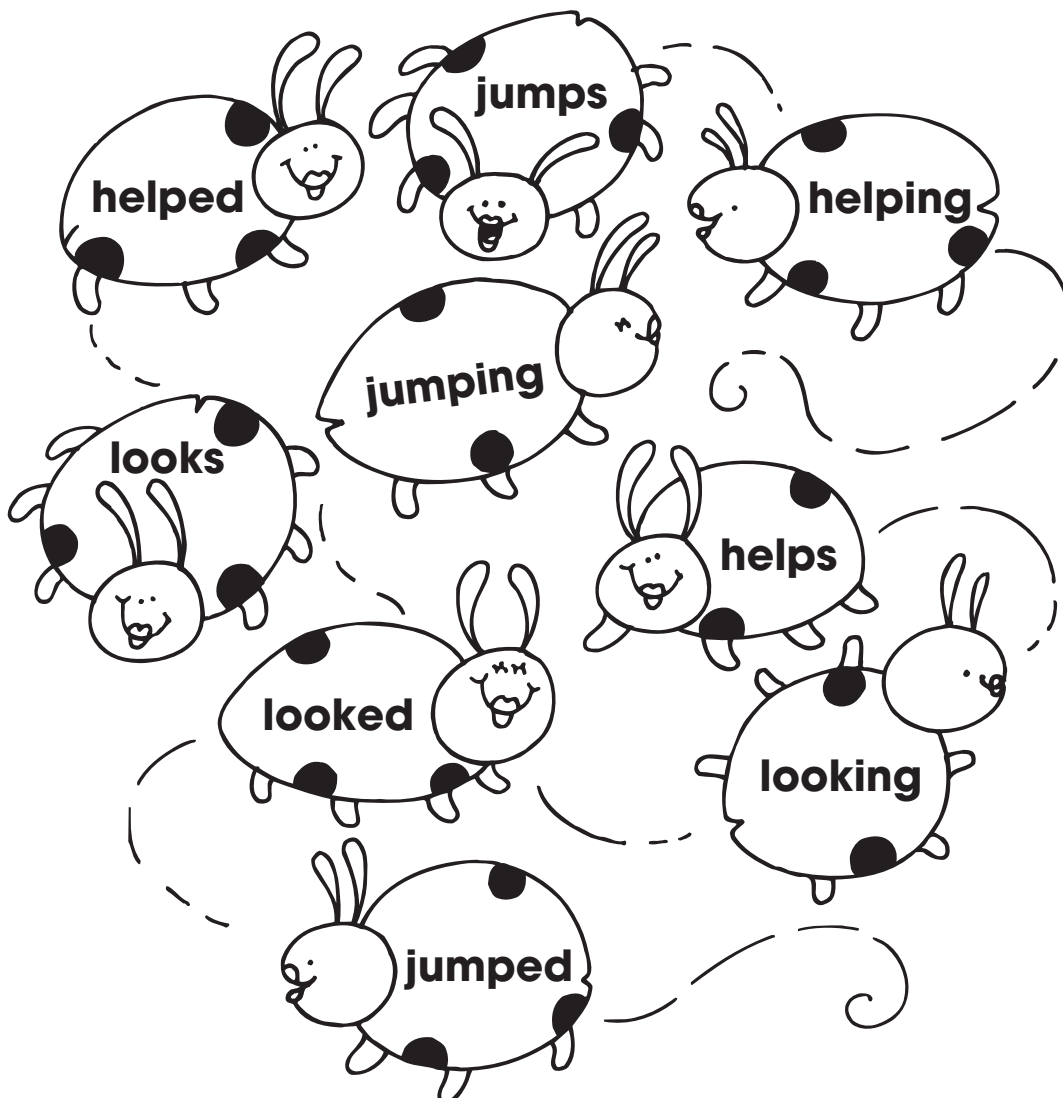


Word Bank

helps helped helping jumps jumped
 jumping looks looked looking

Directions:

Color each picture with a word that ends with *-s* blue.
 Color each picture with a word that ends with *-ed* red.
 Color each picture with a word that ends with *-ing* green.





Lots of Things

Word Bank

apple	bag	chair	desk	game
house	mask	shoe	tooth	wagon

Basic

Remind students that some nouns name things. Write the words from the Word Bank on the chalkboard or whiteboard. Have students read the words. Ask students to suggest ways to finish the sentence frame using the words in the Word Bank.

There is a ____ in a ____ .

Extra Help

Write the words from the Word Bank on slips of paper. Have students take turns choosing a paper and reading the name of the thing on the paper. Then have students write a sentence for that word. Write their sentences on the board. Have students take turns reading the sentences.

Enrichment

Have students dictate stories into a tape recorder. Ask them to tell a silly story about something. Then have another student listen to the story and make a list of all the nouns that name things.

Extension

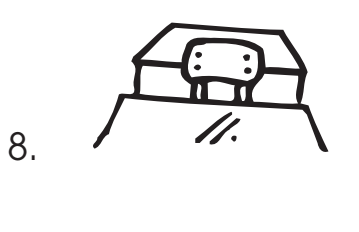
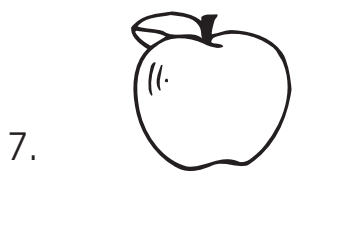
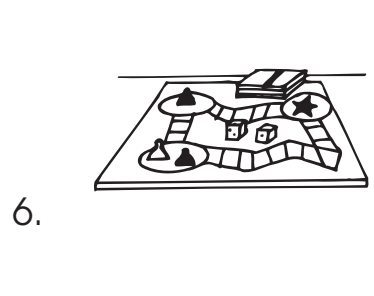
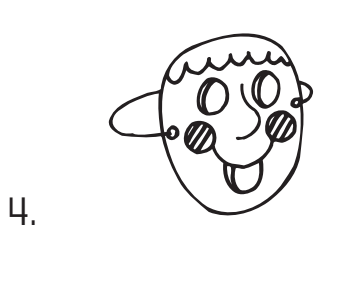
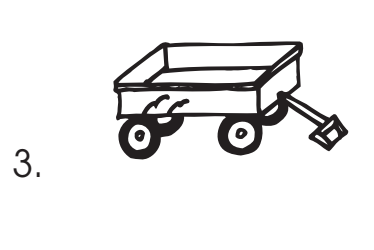
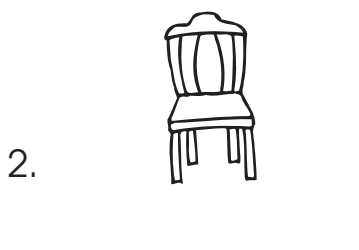
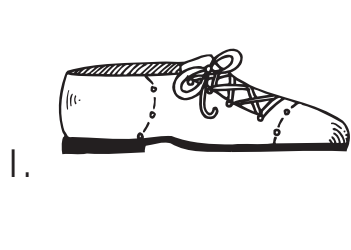
Have students make a collage of nouns that name things. Have students cut out pictures of things from magazines or a catalog. Have them glue their pictures on a sheet of paper. Tell students to write the name of each picture in their collage.

Lots of Things

Word Bank

apple bag chair desk game
 house mask shoe tooth wagon

Directions: Match each picture with the word that names it. Write the name below each picture.





At the Zoo

Word Bank

bear

frog

lion

monkey

snake

tiger

Basic

Remind students that some nouns name animals. Brainstorm with students the names of animals. List their words on the chalkboard or whiteboard. Read the list with students.

Extra Help

Draw a large tree on the board. Below the drawing, write *There is a mouse near the tree*. Invite students to come to the board and complete the drawing. Then have another student identify and circle the animal in the sentence. (mouse) Ask students to suggest other sentences with animals to add to the picture. Have students take turns writing, drawing, and reading sentences.

Enrichment

Have students work together to make a forest or ocean mural. Encourage students to include as many animals as possible. Have students label each animal in their mural. Display students' murals.

Extension

Have students make a set of animal cards. On one set, write the name of an animal. On another set, draw a picture of the animal. Have students work with a partner. Have them shuffle both sets of cards together and play a game of Concentration. Have students place all the cards face down on a table or desk. Have students take turns drawing two cards in order to find a picture card and a word card that match. If the student makes a match, he or she keeps the cards. The player with the most matches wins.

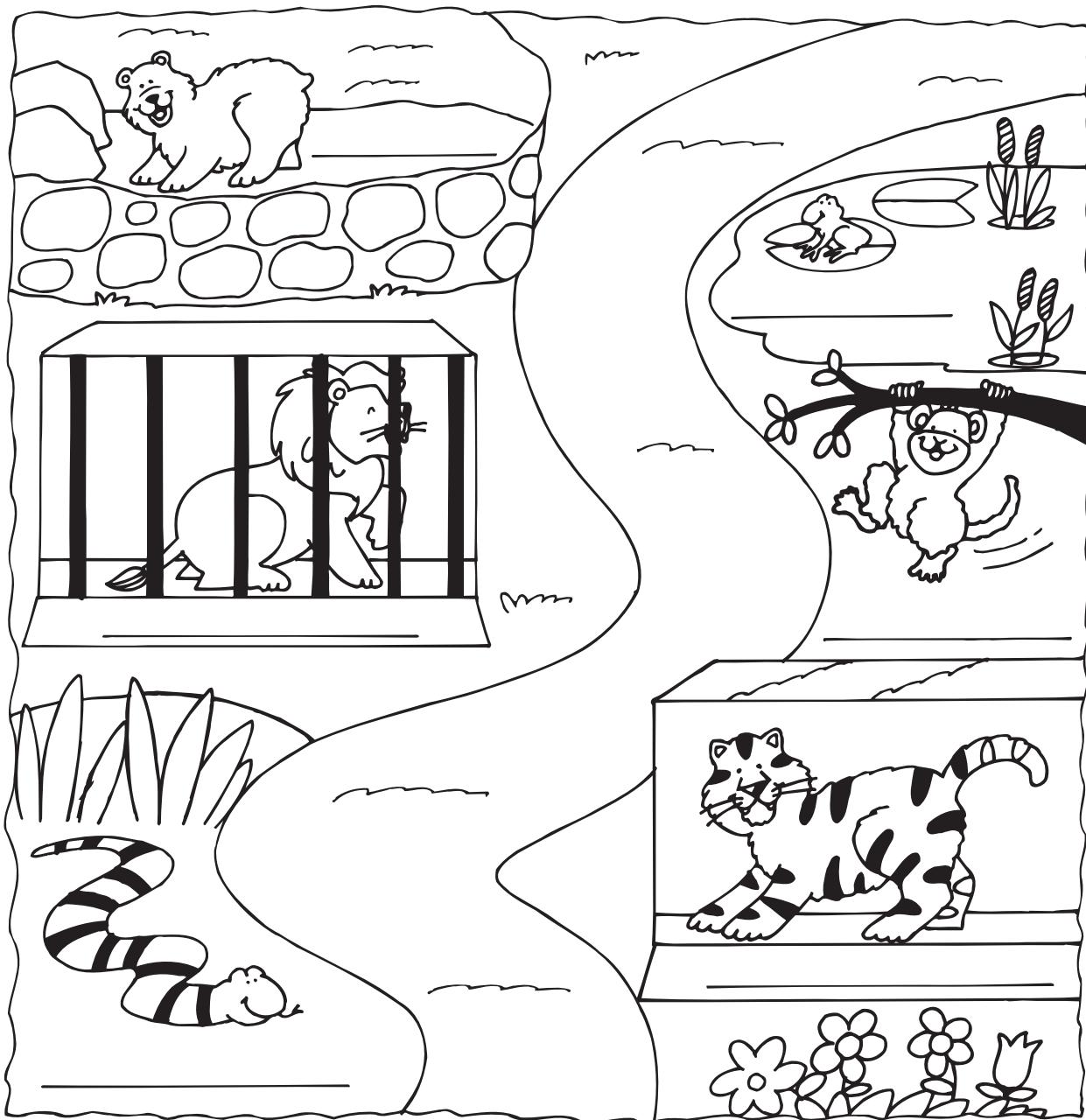


At the Zoo

Word Bank

bear frog lion monkey snake tiger

Directions: Label each animal in the picture.





Around Town

Word Bank

bedroom

city

home

lake

pond

store

Basic

Ask students to name places around their neighborhood. Have children use their noun in a sentence. Write the sentences on the chalkboard or whiteboard. Then have a volunteer reread the sentence and underline the noun that names a place.

Extra Help

Help students brainstorm a list of places. Then have students listen as you use each noun in a sentence. When they hear a noun that names a place, they should give a thumbs up. Repeat until students feel comfortable identifying nouns.

Enrichment

Remind students that some nouns name special places. The names of these places begin with capital letters. Write *hill* and *Weston Hill* on the board. Ask students to tell which word names a special place and how they know. (*Weston Hill* is a special place because it begins with a capital letter.) Ask students to name some other special places around their neighborhood. Discuss whether the place should begin with a capital letter or not.

Extension

Have students draw a scene of their neighborhood. Encourage them to include special places such as street names. Then have them label each place in their drawing. Remind them to use capital letters for the names of special places.

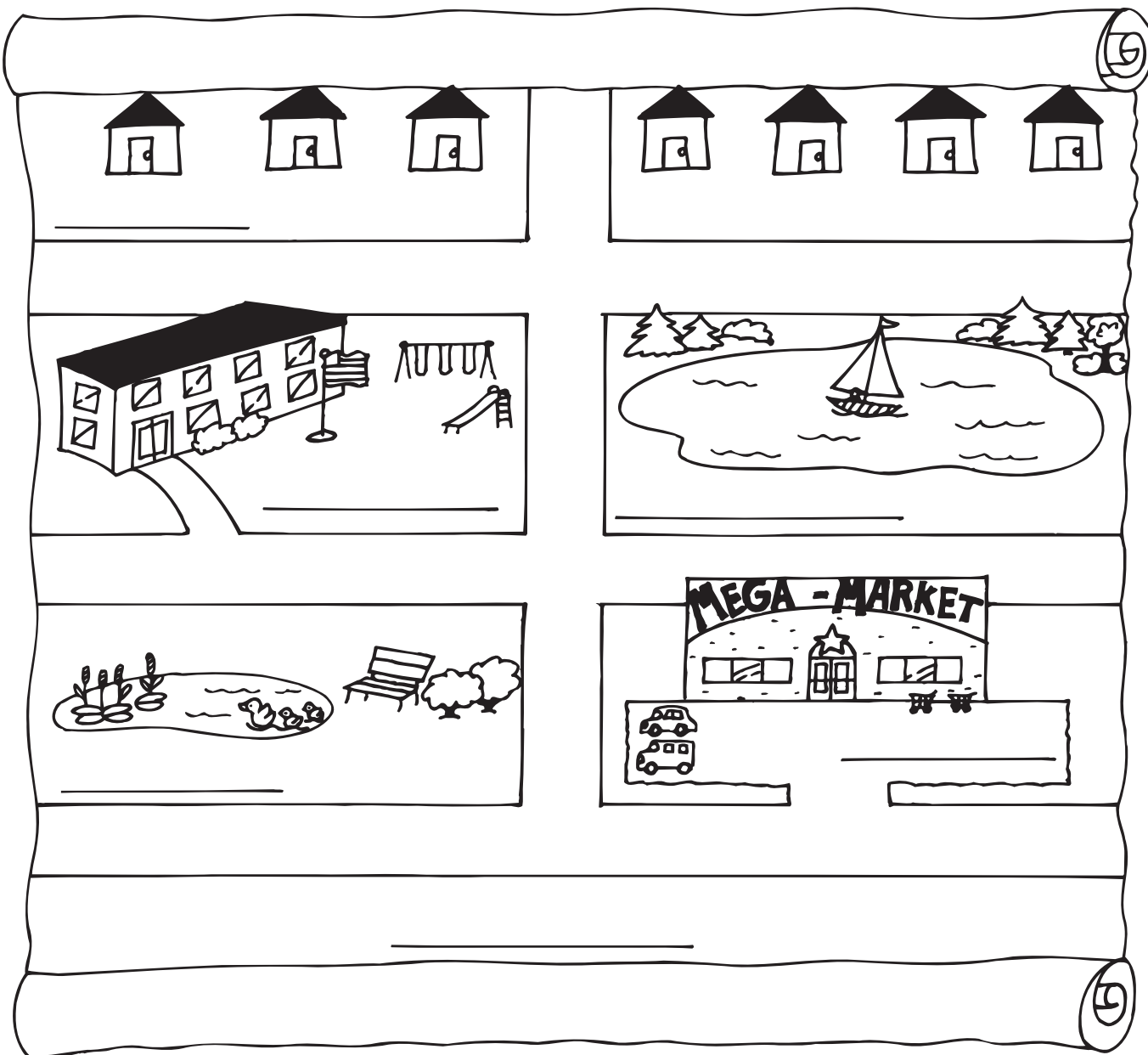


Around Town

Word Bank

bedroom city home lake pond store

Directions: Look at the map. Write the name of each place on the map.





On the Team

Word Bank

he

it

she

they

we

you

Basic

Write the words *he*, *she*, *it*, *we*, *you*, and *they* on cards and place them along the edge of the chalkboard or whiteboard. Tell students that these words can be used to take the place of the names of people, animals, and things. They are used in the naming part of a sentence. Have students select a card and read the word. Have them suggest a word that it can be used to replace.

Extra Help

Call a student to the front of the room and say, "(Child's name) is standing next to me." Ask students to tell which word can be used in place of the student's name. Repeat the procedure calling on a boy, girl, and then a group of students. Use a similar procedure for objects.

Enrichment

Give each student a set of index cards. Have students write one word from the Word Bank on each card. Ask students to listen as you read a sentence. Tell them to hold up the card for the word that can take the place of the words you emphasize.

Extension

Have students read a story of their choice. Have them count the number of times each pronoun is found in their story. Help students make a simple graph to show the number of times each pronoun was used.

On the Team

Word Bank

he it she they we you

Directions: Complete each sentence with one of the pronouns in the Word Bank.

1. Tom is my friend. _____ plays on a baseball team.

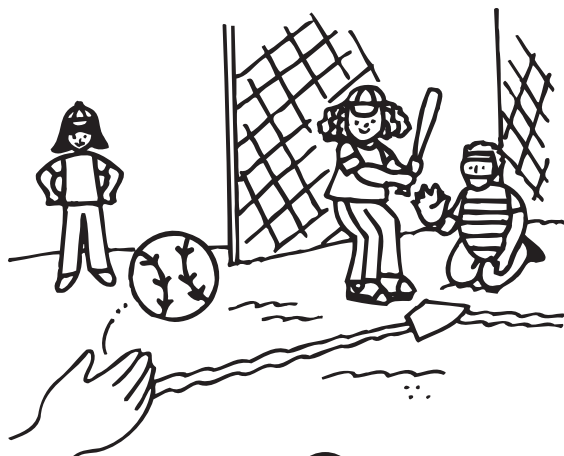
2. My family goes to all his games. _____ like to watch him play.

3. Katie is my sister. _____ likes to play baseball too.

4. _____ can cheer for Tom's team.

5. His team won the game. _____ are the best!

6. Now _____ is time to go home.





Special Titles

Word Bank

Dr.

Miss

Mr.

Mrs.

Basic

Remind students that some special names begin with titles. The titles should begin with a capital letter. Write several teachers' names on the chalkboard or whiteboard. Ask volunteers to underline the titles and circle the capital letter.

Extra Help

Write the following sentences on the board. Have students copy the sentences and put capital letters where they belong.

dr. smith is my doctor.

mrs. Smith works at the store.

mr. Wilson brings the mail.

Enrichment

Write the titles Miss, Mr., Mrs., and Dr. on index cards. Have students take turns selecting a card. Have them use the title in a sentence. For additional practice, have students write the title with their own last name on the board.

Extension

Have students write a story about special people in the community. Encourage them to use titles with names of people. Then have students exchange stories and circle all the titles they read.

Special Titles

Word Bank

Dr.

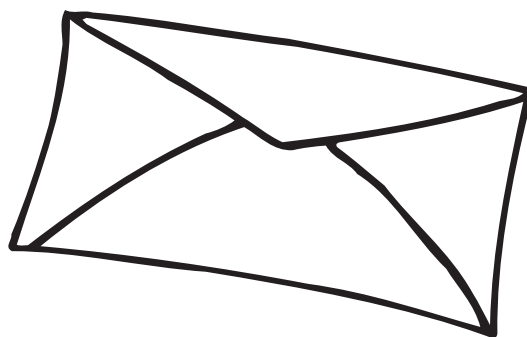
Miss

Mr.

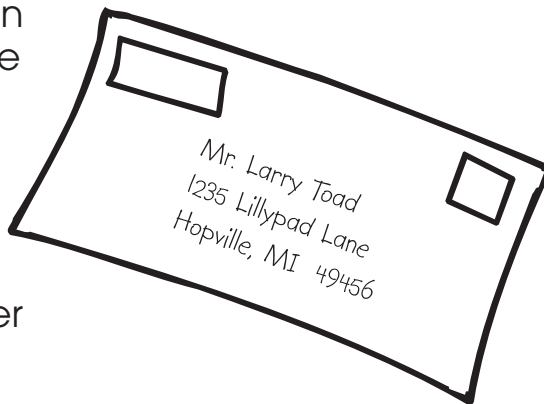
Mrs.

Directions: Add the title to each address.

1. _____ Tom Brown
 134 Main Street
 New Town, PA

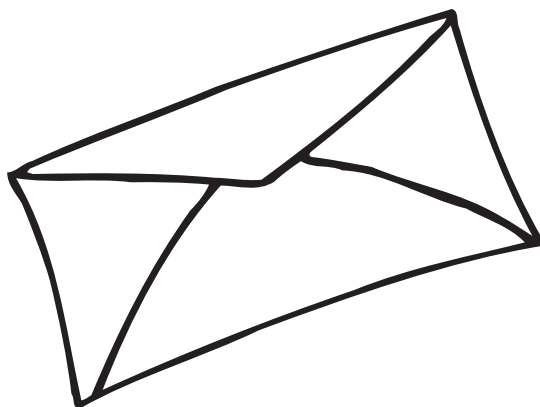


2. _____ Mary Wilson
 265 Greenwood Circle
 Dallas, TX



3. _____ Henry Boxer
 1567 West Avenue
 Springdale, VT

4. _____ Sally Smith
 901 Club Court
 Brownville, OR





Make Contractions

Word Bank

can't	didn't	he'll	he's	I'll
isn't	it's	she'll	she's	won't

Basic

Remind students that a contraction is a way to shorten two words to make one word. Tell students that a contraction has an apostrophe that shows where a letter or letters have been left out. Write the words from the Word Bank in a column on the chalkboard or whiteboard. Then write the two words that are used to form the contraction in a different column. Ask students to draw a line to match the contractions with the two words used to make it.

Extra Help

Read aloud one of the sentences below. Have a volunteer repeat the sentence, this time using a contraction. Encourage students to tell which two words they combined to make the contraction. Repeat with other sentences until students are comfortable using contractions.

She is happy.
I did not know.
He will be late.

Enrichment

Have students choose pairs of words that can be combined into contractions and write them on construction paper. Then have students cut letters from a magazine to spell each contraction. Have students glue the letters together and add an apostrophe to make the contraction. Invite children to share their contractions with the class.

Extension

Have students look for contractions in stories they have previously read. Have them write the contractions on chart paper. Display the contraction list where students can use it to write sentences.



Make Contractions

Word Bank

can't didn't he'll he's I'll
isn't it's she'll she's won't

Directions: Write the contraction for each pair of words.



1. did not

2. she will

3. she is

4. will not

5. can not

6. it is

7. I will

8. is not

9. he will

10. he is



Color Time

Word Bank

black	blue	brown	green
orange	red	white	yellow

Basic

Hold up a square of colored sheet of paper and ask, "What color is this?" Tell students that colors are describing words. Write the words from the Word Bank on the chalkboard or whiteboard. Have students read each word and find something in the classroom that is the same color.

Extra Help

Have students use crayons to help remember color words. Show an object that is red. Have students write the word *red* with their red crayon in their personal dictionary or on a piece of construction paper. Repeat for each color. Have students look back at their words to help them remember the names of each color.

Enrichment

Play a guessing game with students. Have a student list things that are a certain color.

Example:

grass, Billy's shirt, the scissor box

Then have the class try to guess the color. Tell students that they can use the words from the Word Bank as well as other color words.

Extension

Have students use paint to make a color wheel. Give students a paper plate with red, yellow, blue, and white paint on it. Have students dip their paintbrush into red paint and then yellow paint. Have them blend the colors on a sheet of construction paper. Have them label the colors they make.











Color Time

Word Bank

black	blue	brown	green
orange	red	white	yellow

Directions: Color each crayon with the correct color.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 





Let's Count

Word Bank

one	two	three	four	five
six	seven	eight	nine	ten

Basic

Tell students that numbers are describing words. Hold up three pencils and ask, "How many pencils do I have?" Write the words from the Word Bank on the chalkboard or whiteboard. Have students read each word and hold up the number of fingers that each word represents.

Extra Help

Use body parts to help students remember the number words. Ask students to name something that is a part of their body that they have one of, two of, five of, or ten of.

Enrichment

Have students draw a picture. Then have them write sentences to describe their picture. Encourage students to use numbers to tell how many of each there are in the picture.

Examples:

There are three flowers in my pictures.

My picture has six cars.

Extension

Have students make a counting book. Have them draw a picture for each number in their book. They may want to use skip counting for larger numbers or draw bundles to represent large numbers, such as five bundles of ten to represent fifty.

Let's Count

Word Bank

one two three four five
 six seven eight nine ten

Directions: Count the objects. Write the word that tells how many.



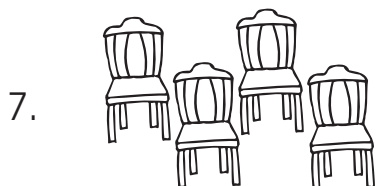








6. _____



8. 



Ask a Question

Word Bank

what when where which who why

Basic

Tell students that certain words are used to begin questions. Remind them that all questions begin with a capital letter and end with a question mark. Write *Where is the book?* on the chalkboard or whiteboard. Point out that the word *where* is a question word. Have students name other question words. Remind them that knowing about asking words will help them understand what they read.

Extra Help

Write the words from the Word Bank on the board. Have students suggest a question that begins with one of the words. Write their questions on the board. Have students take turns reading each question aloud.

Enrichment

Play a game of Twenty Questions. Tell students you are thinking of something. The only way for them to find out what you are thinking of is to ask a question. Tell students that they may ask only questions that have a yes or no answer. Allow each student to ask a question such as *Is it bigger than a desk?* or *Can you eat it?* After each student has asked a question, have them try to guess what you are thinking of. Repeat this with students thinking of an object.

Extension

Hang a sheet of chart paper somewhere in the classroom where students can write on it. Have students write questions on the chart paper. Encourage students to write questions about things that they have always wondered about, such as *Why is the sky blue?* or *How did the porcupine get its quills?*



Ask a Question

Word Bank

what

when

where

which

who

why

Directions: Complete each sentence with one of the question words from the Word Bank.

1. _____ is making that sound?



2. _____ will we eat dinner?



3. _____ is my other shoe?



4. _____ is the grass green?



5. _____ time do you go to bed?





How Do You Feel?

Word Bank

afraid

angry

funny

happy

sad

sleepy

sore

tired

Basic

Tell students that a describing word tells about a naming word. Some describing words tell how people feel. Write each word from the Word Bank on the chalkboard or whiteboard. Touch each word and read it aloud. Have children show on their faces how they might look if they felt that way. Then have students say a sentence using the word.

Extra Help

Call a student to the front of the class. Whisper a feeling to the student, and ask him or her to act out the feeling. Have the rest of the class guess what the feeling is. When they have guessed correctly, write the feeling on the board. Have a volunteer use the feeling in a sentence. Continue until all the words in the Word Bank have been used.

Enrichment

Have students draw a circle for a face. Then have each student choose a feeling word and, inside the circle, draw a face that shows how someone would look if he or she felt that way. Write a label for each face. Display students' drawings.

Extension

Place a sheet of chart paper in the writing center. Have students look for other feelings in the stories they read. When they find a feeling, have them write it on the chart paper and draw a face next to the feeling to show what someone would look like if he or she felt that way.



How Do You Feel?

Word Bank

afraid	angry	funny	happy
sad	sleepy	sore	tired

Directions: Complete each sentence with one of the words in the Word Bank.

1. I am _____ when it is time to go to bed.



2. The clown is very _____.



3. I am _____ of the dark.



4. When my dog ran away, I was _____.



5. Running makes me _____.



6. Everyone at the party was _____.





Find a Word

Word Bank

big	little	long	round
skinny	small	square	tall

Basic

Remind students that describing words can tell the size or shape of something. Brainstorm a list of describing words with students. Then write their words on the chalkboard or whiteboard. Show a picture of an object. Have students use any of their describing words to tell about the object. Talk to students about which words tell about size and shape.

Extra Help

Have students close their eyes and imagine a pizza. Encourage students to think of how it looks, its shape, and its size. Then have students take turns describing the pizza in a complete sentence. Write each sentence on the board. Have another student tell what words in the sentence describe the size and shape of the pizza. Circle those words.

Enrichment

Play a game of I Spy with students. Have students look around the class and choose an object. Then have students describe the object without telling what it is.

Example:

I spy something large, round, and red that you can play with. What is it? (playground ball)

Continue until all students have had a turn describing an object.

Extension

Place slips of paper and markers for students to write on in a writing center. For a week, have students listen for describing words. Have them write any describing words they hear or read on a slip of paper. Post the slips around the classroom for students to use when writing a description.

Find a Word

Word Bank

big	little	long	round
skinny	small	square	tall

Directions: Use the Word Bank to help you find the describing words in the puzzle. Circle each word you find.

S	B	I	G	P	E	Z	S
R	A	T	A	L	L	F	M
O	S	Q	U	A	R	E	A
U	N	Y	K	J	P	D	L
N	R	L	O	N	G	Q	L
D	L	O	F	V	U	K	H
I	A	L	I	T	T	L	E
S	K	I	N	N	Y	B	N



ABC Order

Word Bank

bee	ladybug	ant	door
egg	goat	puppy	cat

Basic

Hold up a dictionary and tell students that this book tells the meanings of words. Then ask how you find words in a dictionary. Point out that the words in the dictionary are written in alphabetical order. Write *bee*, *ladybug*, and *ant* on the chalkboard or whiteboard. Have students underline the first letter in each word. Then have them rewrite the list in alphabetical order.

Extra Help

Remind students that knowing the order of letters can help them find things in books such as a dictionary. Write the words from the Word Bank on index cards. Have students rearrange the words in alphabetical order. Ask students to tell which word comes first in the alphabet. Have students place that word at the top of the list. Continue asking which word is next until all the words are in order.

Enrichment

Review with students that when you put words in alphabetical order, you organize them according to the order of the letters of the alphabet. Have students rearrange themselves in alphabetical order according to the first letter of their first names.

Extension

Have students make a personal dictionary. Give each student a spiral notebook. Have students write one letter of the alphabet on each page. Have students write words that they want to remember on the appropriate page of their dictionaries. Students may wish to illustrate their words or write a sentence for each word. Throughout the year, students can refer to their dictionaries when they are writing stories.



ABC Order

Word Bank

bee

ladybug

ant

door

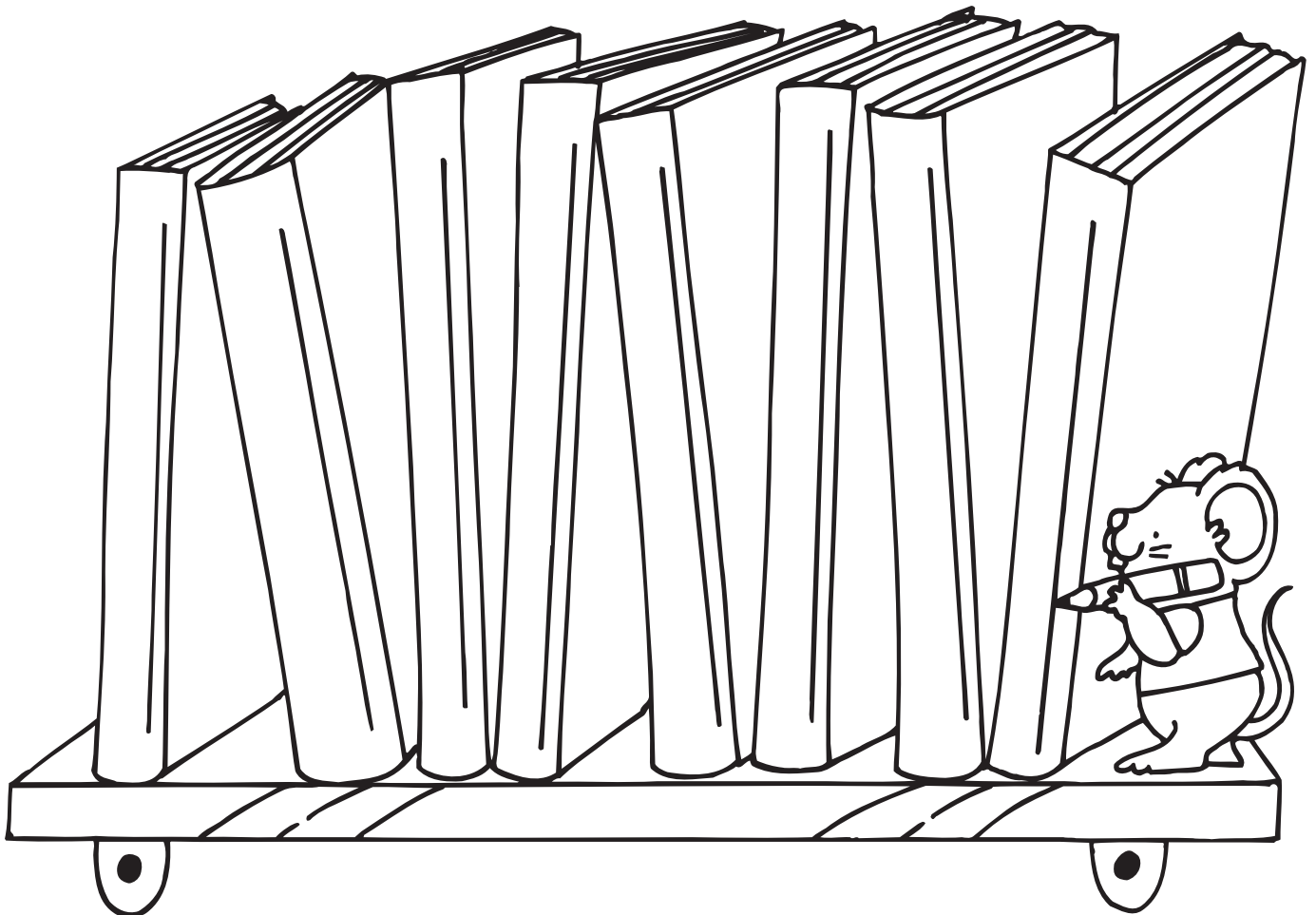
egg

goat

puppy

cat

Directions: Put the words in the Word Bank in ABC order.





Review

1. Circle the word or words that have a short **a** sound.
cat mop ham
2. Circle the word or words that have a short **e** sound.
egg needle web
3. Circle the word or words that have a long **i** sound.
pig ice ship
4. Circle the word or words that have a long **a** sound.
play pan rain
5. Circle the word or words that have a long **e** sound.
jeans pet feet
6. Circle the word or words that have a short **i** sound.
bike pin ship
7. Circle the word or words that have a long **o** sound.
boat dog nose
8. Circle the word or words that have a short **u** sound.
sun sock cup
9. Circle the word or words that have a short **o** sound.
rock home stop
10. Circle the word or words that have a long **u** sound.
mule top tube
11. Put an X on the word that does not have the same sound at the end.
chick fish thick



Review

12. Write the word that begins with **c**.
soup cent gym _____
13. Circle the word that begins with **g**.
jam sun gift
14. Put an X on the word that does not start with the same sound.
queen crab quilt
15. Circle the words that start with the same sound.
frog blank blast
16. Put an X on the word that does not sound the same.
arm spill farm
17. Use a red crayon to circle the word or words that end with **-s**.
jumping helps looked
18. Use a green crayon to circle the word or words that end with **-ing**.
helps looking jumps
19. Use a blue crayon to circle the word or words that end with **-ed**.
helping jumped looks
20. Put an X on the word or words that do not name things.
apple monkey tooth
21. Circle the word or words that name animals.
tiger game frog
22. Put an X on the word or words that do not name places.
city mask school



Review

23. Write one word that can take the place of two words.

a. she is _____

b. can not _____

c. it is _____

24. Color . . .

the second mouse black.

the third mouse orange.

the fourth mouse blue.

the first mouse yellow.

the fifth mouse brown.



25. Complete each sentence with a question word.

a. _____ is the grass green?

b. _____ time do you go to school?

c. _____ is making that sound?

d. _____ will we eat lunch?

e. _____ is my backpack?

f. _____ shirt did you wear?



Review

26. Complete each sentence with a word that tells about a feeling.

- a. I am _____ when it is time to go to bed.
- b. Everyone at the party was _____.
- c. The clown is very _____ .
- d. I am _____ of the dark.
- e. When my dog ran away, I was _____ .
- f. Running makes me _____ .

27. Draw a picture that matches each describing word below.

- a. big
- b. little
- c. round
- d. square
- e. long
- f. small

28. Write the words in ABC order.

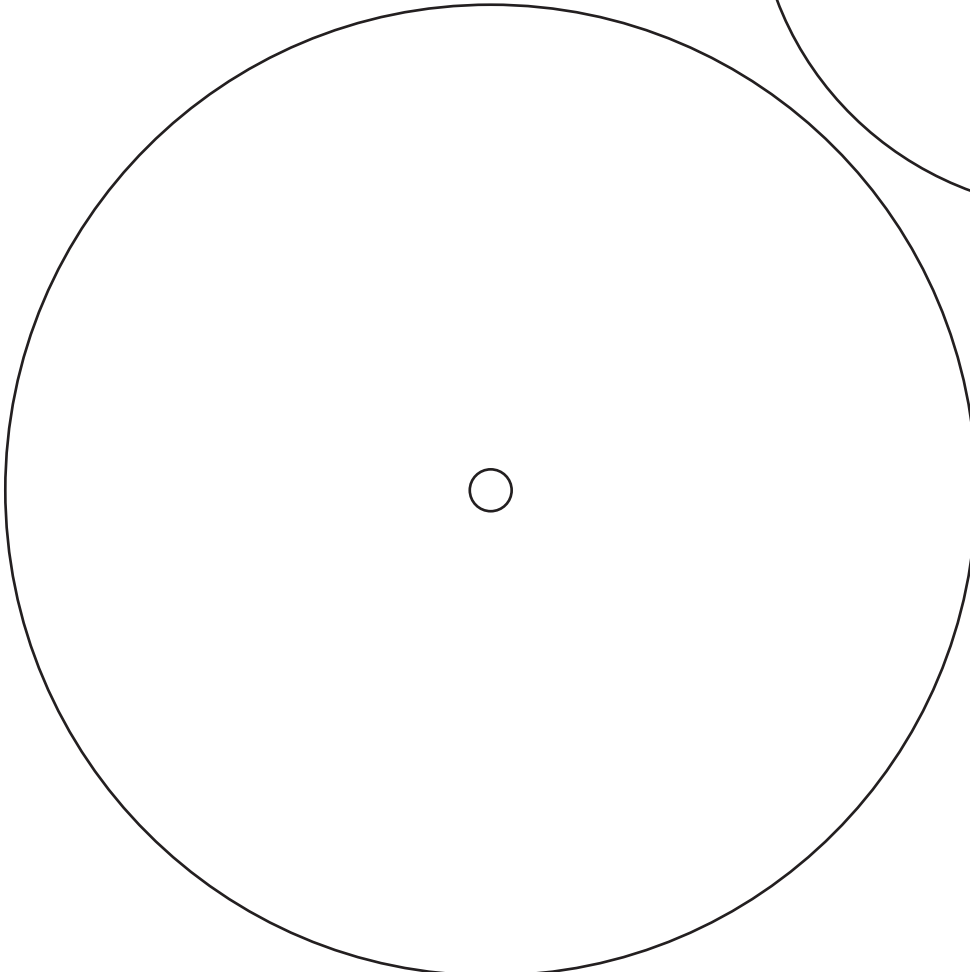
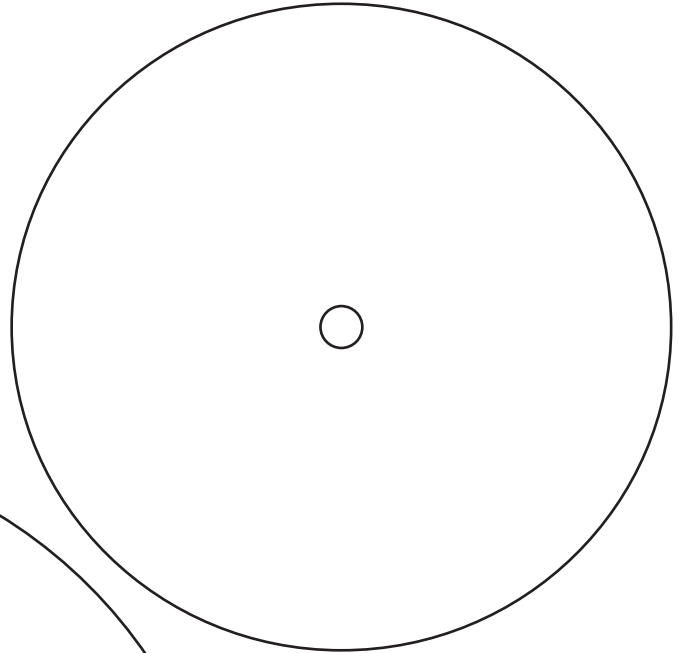
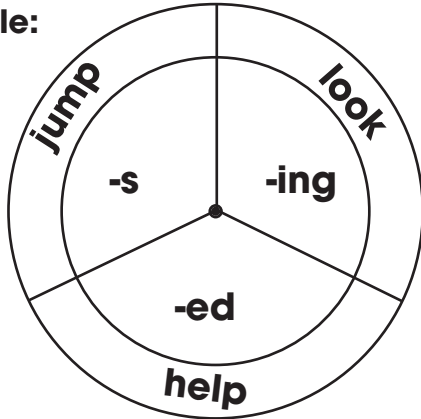
frog, school, apple, house, tiger



Word Wheel

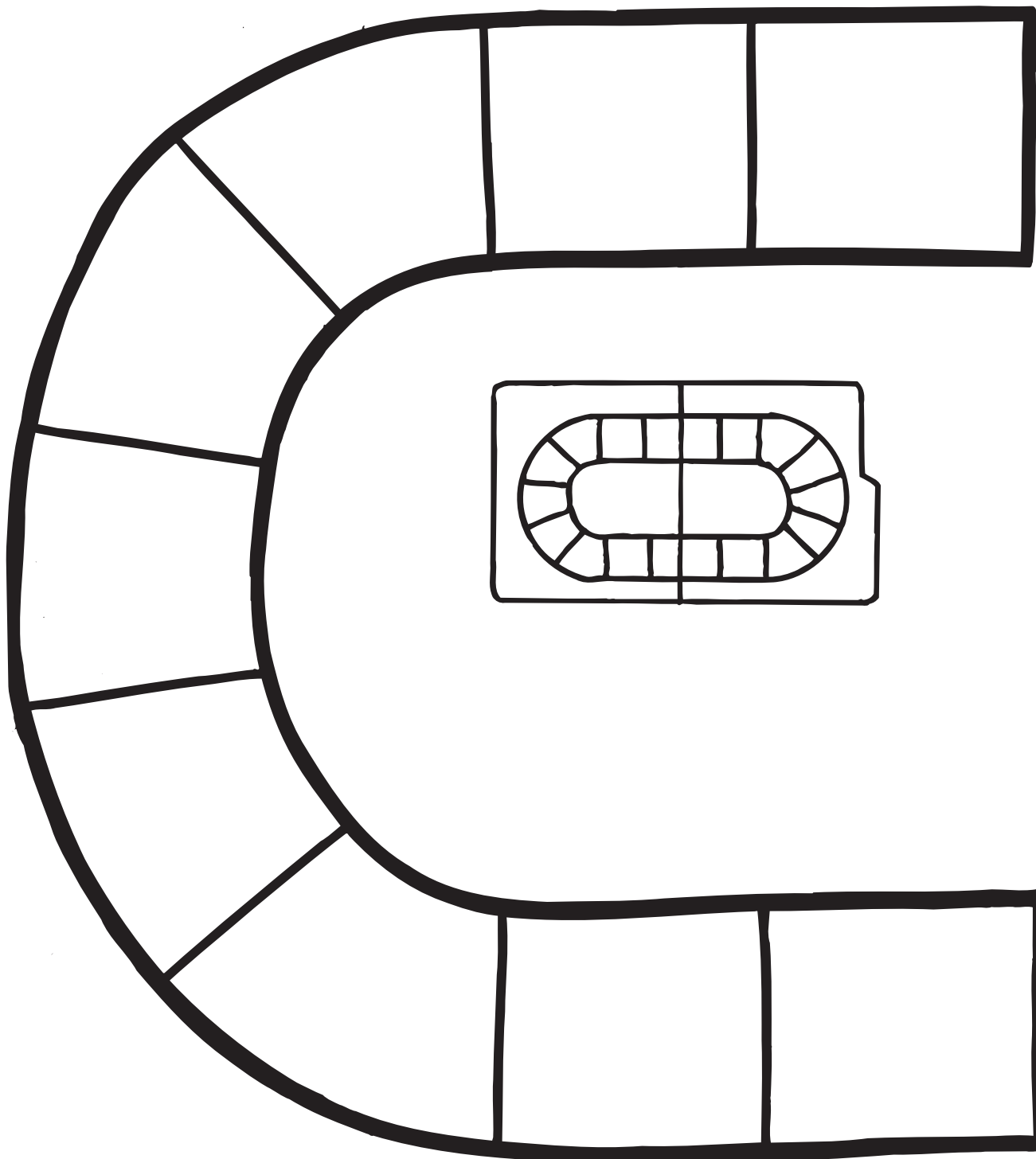
Cut out the two blank wheels. Fasten wheels together with a brad. Divide each circle into three sections. In the sections on the smaller circle, write *-s*, *-ed*, and *-ing*. On the larger circle, write base words. More verbs can be added than are shown in the sample.

Sample:



Game Board

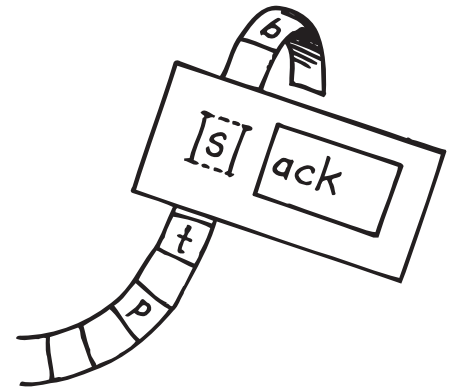
Make two copies of the game board. Cut out both copies. Glue the copies onto a file folder as shown.





Wordscope

Cut out a narrow strip of paper. Divide the strip into boxes. In each box, write a letter or letters to stand for the initial sounds on the strip. Fold a sheet of paper and cut out two slits long enough for the strip to pass through. Draw another box next to the slits. In the box, write a phonogram. Have students pull the strip and read the words.

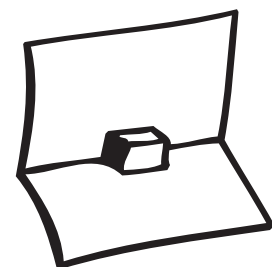
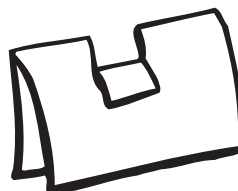
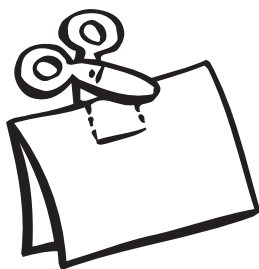
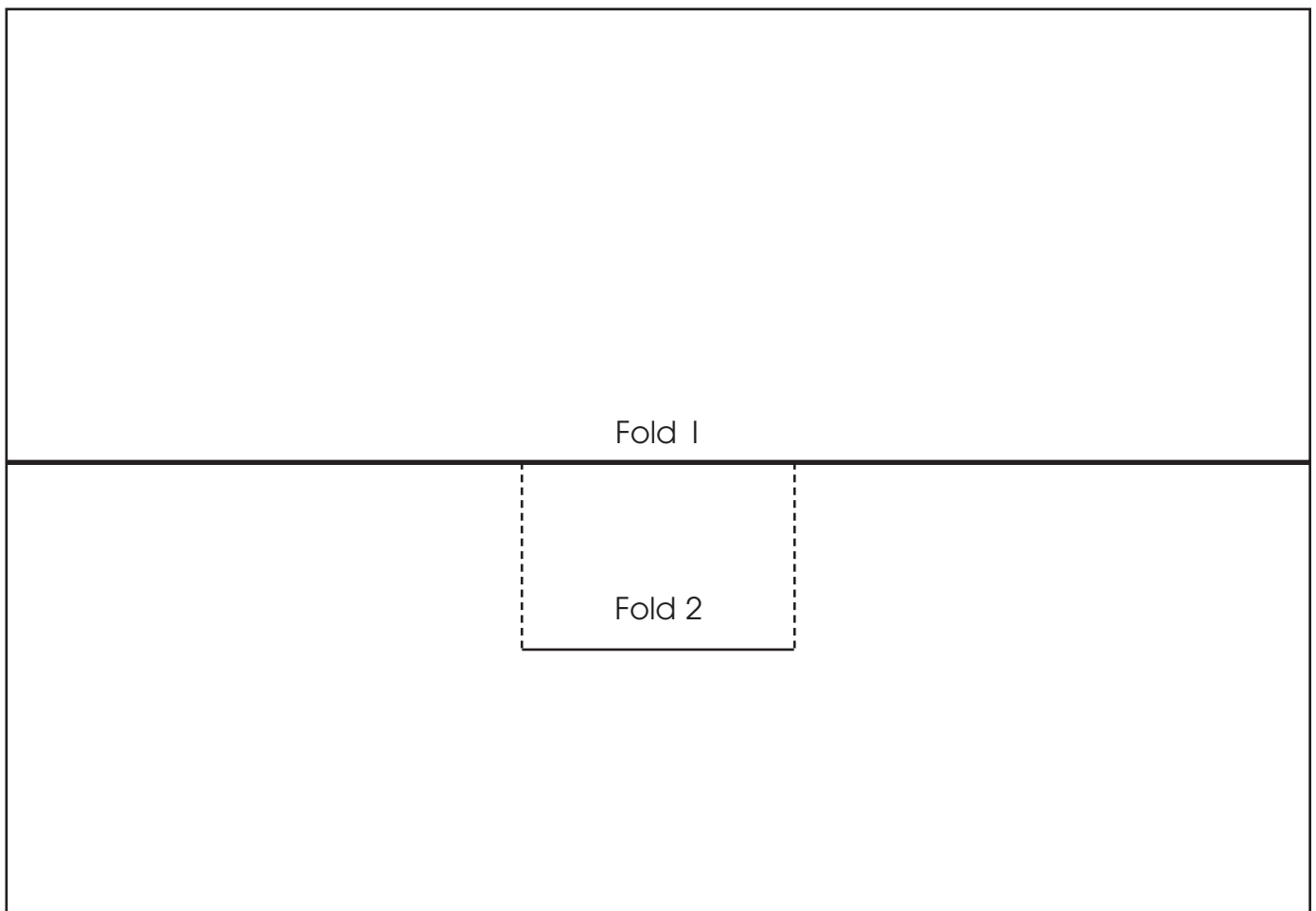


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Pop-Up Book

Cut out the book and fold it in half. Cut through both layers on the dotted lines. Fold the book on the solid lines. Open the book and refold it so the box will pop out. Glue the book inside a cover. Glue a picture on the pop-up.





Box Grid

The grid can be used for games and word sorts.



Answer Key

Circle the Picture7

1. Circle cat, ham
2. Circle hand
3. Circle bath, clap
4. Circle bag, hat

Cheer for E.....9

1. Circle egg, web
2. Circle tent
3. Circle pet, hen
4. Circle bed, web

Listen for I.....11

Color balls with dig, fin, kick, mix, pig, ship, swim

Hop on It13

Draw lines to

1. mop
2. chop
3. rock
4. stop
5. cot

In the Boot.....15

Color the boots with cub, jump, push, putt, sub, sun

Colorful Fish.....17

Color the fish with brain, lace, play, rain, train

Make a Match.....19

Draw lines to

1. seat
2. seed
3. jeans
4. tree
5. feet

It's Long21

1. bike
2. night
3. pail
4. clip
5. light
6. sit
7. pig
8. hit
9. ice

Circle pictures of bike, night, light, ice

Oh, Oh, Oh23

1. Circle boat, mole
2. Circle pole, rode
3. Circle note
4. Circle coat, home

Follow the Path.....25

Path should be drawn through fuse, rule, huge, mule, use, fuel, cute, tube

Fly the Flags27

1. card, cent
2. gift, gym

3. jet, jam
4. sun, soup

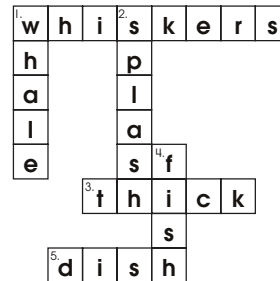
At the End.....29

1. man, ten, pin
2. met, pet
3. mad, pad
4. tap, mop, tip

Cross It Out31

Put X on top, nest, tent, dog

Whale of a Puzzle33



Juggling Seals.....35

Put an X on spoon, skip

Clothes on the Line37

Blends with an r: draw, write, crab, frog

Blends with an t: blast, blank, flag

Blends with an s: spill, stack, sleep

Circle the R39

1. art, swing, star
2. rat, arm, chart
3. ship, barn or farm, tree
4. Circle art, star, arm, chart, barn or farm

Fill in the Blank.....41

1. for
2. core
3. fork
4. born
5. door
6. store
7. corner

Name the Word.....43

1. hurt
2. curl
3. turn
4. dirt
5. burn
6. shirt

How It Ends.....45

Color blue: jumps, helps, looks

Color red: jumped, helped, looked

Color green: jumping, helping, looking

Lots of Things.....47

1. shoe
2. chair



Answer Key

3. wagon
4. mask
5. house
6. game
7. apple
8. desk
9. tooth

At the Zoo49
Check students' labels.

Around Town51
Check students' maps.

On the Team53

1. He
2. We
3. She
4. He, She, They, We, or You
5. They
6. It

Special Titles55
Check students' work.

1. Dr. or Mr.
2. Miss, Mrs., or Dr.
3. Dr. or Mr.
4. Miss, Mrs., or Dr.

Make Contractions57

1. didn't
2. she'll
3. she's
4. won't
5. can't
6. it's
7. I'll
8. isn't
9. he'll
10. he's

Color Time59
Check students' colors.

Let's Count61

1. nine
2. two
3. ten
4. five
5. three
6. seven
7. four
8. one

Ask a Question63

1. Who or What
2. When
3. Where
4. Why
5. What

How Do You Feel?65

1. sleepy
2. funny
3. afraid
4. sad
5. tired
6. happy

Find a Word67

S	B	I	G	P	E	Z	S
R	A	T	A	L	L	F	M
O	S	Q	U	A	R	E	A
U	N	Y	K	J	P	D	L
N	R	L	O	N	G	Q	L
D	L	O	F	V	U	K	H
I	A	L	I	T	T	L	E
S	K	I	N	N	Y	B	N

ABC Order69
Order of books: ant, bee, cat, door, egg, goat, ladybug, puppy

Review70-73

1. Circle cat, ham
2. Circle egg, web
3. Circle ice
4. Circle play, rain
5. Circle jeans, feet
6. Circle pin, ship
7. Circle boat, nose
8. Circle sun, cup
9. Circle rock, stop
10. Circle mule, tube
11. Put an X on fish
12. Write cent
13. Circle gift
14. Put an x on crab
15. Circle blank, blast
16. Put an X on spill
17. Circle helps
18. Circle looking
19. Circle jumped
20. Put an X on monkey
21. Circle tiger, frog
22. Put an X on mask
23. she's; can't; it's
24. Check children's drawings: left to right, yellow, black, orange, blue, brown
25. Why; What; Who or What; When; Where; Which or What
26. sleepy; happy; funny; afraid; sad; tired
27. Check children's drawings.
28. apple, frog, house, school, tiger