FIRST Language Arts

Grade

ALIGNED TO

STATE & NATIONAL

STANDARDS!

FeachingStateStandards

Reading for Every Child Phonics

 Based on Reading First Research

IFG99183

- Activities to Strengthen Phonemic Awareness and Decoding Skills
- Includes
 Assessments



Reading for Every Child Phonics

Grade 1

by Linda Armstrong

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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

A child learns how sounds are put together to make words through phonemic awareness. The focus on sounds that are heard makes listening a crucial component.

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 repeated 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 not to read faster; the goal is to read with *understanding*.

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. Students should have practice with both fiction and nonfiction texts. Graphic organizers help students as they track ideas and use various comprehension strategies.



About This Book

Learning to read is a complex process involving many interrelated skills. Supporting current state standards, *Reading for Every Child: Phonics* is designed to help introduce students to the world of print.

Students will discover that books and magazines can satisfy their curiosity or transport them to lands filled with imagination and adventure. They will remember that books have covers, titles, and authors. They will then use new skills to read simple stories independently.

While completing reproducible worksheets, your first graders will have opportunities to practice tracking text from left to right and from top to bottom. They will review letter names in both uppercase and lowercase forms.

Through oral and written activities, students will practice associating vowel and consonant sounds with single letters, blends, and vowel digraphs occurring at various locations in words.

The verses included here and in other recommended titles will help students learn to recognize rhymes and their cousins, the word families known as rimes. They will learn to hear syllables and will become familiar with root words and inflectional endings. They will use basic sight words, recognize contractions, and practice the vital skill of classification.





Reading for Every Child: Phonics provides you with a flexible set of tools for your classroom. The skills assessment, word family cards, worksheets, and activities included here may be used in many ways. Feel free to skip around or modify them to meet your students' needs.

Family involvement is also crucial to literacy development. Communicate your lessons and goals to students' families for continuity in learning. Encourage family members to read to and with their children on a regular basis. Cross-age interaction can be as beneficial to an older student as it is to the first grader.



Skills Assessment



Recognizing Words with Long and Short Vowels **Directions:** Circle the word that names each picture.





Skills Assessment (cont.)

Consonant Blends and Word Families

Directions: Circle and write the letters that complete each word.



Inflectional Forms and Sight Words

Directions: Read each sentence. Look at the Word Bank. Write the word that makes sense in the blank.

| 17. | - | | | | - | |
|-----------|------|------|------|------|-----------------|-----|
| | He _ | | | | home from schoo | ol. |
| | | | | | | |
| 18. | | | | | | |
| | | | | d | o you want? | |
| | | | | | | |
| Word Bank | | | | | | |
| | E | very | What | some | e walked | |
| | | | | | | |





Reviewing the Alphabet

Alphabet Zoo

Choose a letter of the day. Present it on a flannel board, a magnetic board, or write it on a chart. Encourage students to copy the letter and turn it into an imaginary creature. Invite students to give their creature a silly name that begins with the featured letter. Display student pictures on a bulletin board, scan them for the class Web site, or bind them into a stapled book.

Alphabet Partners

Pass out uppercase letter cards to half of the class and matching lowercase letter cards to the other half. Encourage students to find their partners. Have students line up with their partners. Take the alphabet partners on a walk around the school. Encourage them to work together to spot objects that have the sound of their shared letter.

Read Alouds

Share some of these delightful alphabet books listed below with your class.

- Alphabet Mystery by Audrey Wood
- An Alphabet of Dinosaurs by Peter Dodson
- Handsigns: A Sign Language Alphabet by Kathleen Fain
- *Tomorrow's Alphabet* by George Shannon
- Z Is for Zamboni: A Hockey Alphabet by Melanie Rose

A Crazy Alphabet Parade

Assign a letter to each student. Have them make sandwich-board costumes with construction paper, yarn, and markers. Draw and decorate a large capital letter on one piece of construction paper. Do the same with the corresponding lower case letter on a separate piece of construction paper. Show students how to fasten the varn onto the tops of each sheet to connect them. Leave enough room for the students to put their heads through the openings, so they are wearing one letter on the front and one letter on the back. Encourage the students to get into alphabetical order. Play some lively march music, or provide kazoos, and have a hilarious alphabet parade. Videotape the extravaganza to delight parents at Open House. Save the class's costumes to spell out words in later exercises.

Alphabet Hunt

Select a letter for the day. Write it on the board. Distribute paper, scissors, glue, junk mail, catalogues, and old magazines. Encourage students to find copies of the letter and glue them onto the paper. Invite students to share their finds with the group.



abc order

Missing Letters

Directions: Look at the letters in each box. Write the missing letters on the lines. Each group should be in ABC order.



Practice.

Write the letters in your name.







recognizing consonants







Big Beginnings

Directions: Color the two pictures that start with the same sound in each row.







beginning consonants

Initial Sounds

Directions: Circle the letter that says the beginning sound.







beginning consonants

Starts With...

Directions: Circle the letter that says the beginning sound.





Developing Listening and Speaking Skills

What Comes Next?

Stop after each page while reading a picture book and invite students to guess what will happen next. Pause after the book has introduced the character and the problem. Encourage students to guess how the problem will be solved. Encourage a volunteer to use pictures from a favorite book to retell the story.

Act It Out

After reading a story to the class, encourage students to act it out. Invite students to make paper-bag puppets representing their favorite characters. Have them glue construction paper to the flat part of a lunch bag creating the upper part of the face. The lower edge of the flat section forms the character's lip. Features may be added with other colors of construction paper, yarn, and marker. A classroom table turned on its side provides quick and easy conceal-

ment for paper-bag puppeteers. Costumes help students assume roles in live-action reenactments. Outfits may be as simple as grocery-sack masks or sandwich-board-style finery. Raid grandma's attic for other easy dressup possibilities, including masquerade regalia, hats, coats, capes, and costume jewelry.



Tell a Story

With the help of an adult aide or volunteer, have each student tell the story of an unfamiliar picture book by looking at the pictures. Have the adult type each student version of the story into the computer and create an individual book, which may then be illustrated. Help students share their versions of the story with the group. Read the original story aloud.

Read Alouds

Stories that encourage audience participation are always fun. Try some of the titles listed below with your class.

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

- Chicka Chicka Boom Boom by John Archambault
- Drummer Hoff by Barbara Emberley
- Five Little Monkeys Jumping on the Bed by Eileen Christelow
- The Napping House by Audrey Wood
- There Was an Old Lady Who Swallowed a Fly by Simms Taback
- We're Going on a Bear Hunt by Michael Rosen





Ends With...

Directions: Color the pictures that end with the same sound in each row.







Final Consonants

Directions: Circle the letter that says the ending sound.







More Ending Sounds

Directions: Circle the letter that says the ending sound.







Consonant Review

Directions: Draw a line to match each picture to its beginning sound.



Directions: Draw a line to match each picture to its ending sound.







reading/writing connection

Writing Practice

Directions: Look at the word. Say each sound. Practice writing the word.







Print Awareness Exercises

Read aloud several stories by a favorite author, such as Maurice Sendak, over the course of a week or two. There are hundreds of wonderful authors for this age group. Start with your personal favorites. Students will pick up on your enthusiasm. You can't miss with William Steig, Arnold Lobel, Steven Kellogg, Russell Hoban, or Dr. Seuss, Invite students to draw their favorite scenes from the



stories. Print out a picture of the author, if available online. Create a bulletin board and a table display about the author and his or her books. If possible, invite a picture book author to your school. Read the author's books in advance. Help students prepare questions to ask the author.

Class Happenings

Invite students to create a group story based on a picture, a film, or a shared experience, such as a field trip. Create a book from the story using the computer. Allow space for illustrations. Make a copy of the book for every student and bind it with staples. Encourage students to read and illustrate it. Invite them to take it home to share with their families. If you have adult helpers in your classroom, have them work with individual students to create additional child-authored books.

What's the Title?

Invite volunteers to come up to the front of the story circle and point out one of the places the book title may be found (cover, spine, title page). Print the title on the board. Encourage the group to repeat it. Keep a chart with titles of books you have read aloud. Invite students to rate the books, using a five-star system.

Story Riddles

Create riddle clues based on the character, plot, or setting of a favorite picture book, such as: "I am a book about a boy named Max. In my pages, Max goes to a land of monsters. At the end, Max comes home and his dinner is still hot. What is my title?" (Where the Wild Things Are) When students are used to the format, invite them to present their own story riddles to the group.

Story Partners

Arrange to have a fourth- or fifth-grade class pair up with your students in the school library. Have each set of partners choose a picture book or early reader. Encourage the older student to sit beside the younger one and read. Encourage the first graders to turn the pages of the book.







At Bat

Directions: Read each sentence and the words beside it. Write the word that makes sense in each sentence.

| ١. | I sat on the | had mat ran |
|----|--------------------------------|-----------------------|
| 2. | Max pet the | cat has mad |
| 3. | The | am sat fan |
| 4. | He likes the blue | hat tan sad |
| 5. | She likes to eat | at ham ran |
| 6. | That | can pan man |
| | Practice. The hat is black. | |











Big Fish

Directions: Circle the word that does not fit in each row.



I saw a big fish.





Fox Trot

Directions: Read each sentence and the words beside it. Write the word that makes sense in each sentence.

| ١. | The doll is in the | | | not box mop |) |
|---|----------------------------|----------------------------|---|--------------------|-------------------------|
| 2. | – The pot is very _ | | | hot on log | |
| 3. | Her hat has red | | | hop lot dots | |
| Directions: Circle the word that best fits each sentence. | | | | | |
| 4. | The cherry is on | (hot, top) | 5 | | |
| 5. | Emma can (not | , got) go with you. | De ser ser ser ser ser ser ser ser ser se | | Will and a start of the |
| 6. | He put (in, on) | nis cap. | ¢ | | i (i (|
| | Practice. The fox likes | to trot and hop. | | | |
| | | | | | |





Fun in the Sun

Directions: Color the pictures that have the short u sound.







On the Farm

Directions: Color the words to find the hidden picture.







Say My Name

Directions: Circle the word that goes with each picture.









Fly Away

Directions: Color the words to find the hidden picture.





Date



reading/writing connection

Writing Practice



Directions: Look at the word. Say it out loud. Practice writing the word.







Slip and Slide

Directions: Circle the letters that say the beginning sound for each picture name.









blends (r)

On Track

Directions: Fill in the missing letters for each word. Use the letters on the train.







uck





















idge





ies



apes



11.

ush



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ee



Blends Review

Directions: Read each sentence out loud. Practice writing each one.

Greg likes to grab the green grass.

The sleepy snail is smiling.

Brindy brushes her brown hair.

Suzy likes to swing and swim.




Blends Extensions

Blends Blasters

Write a list of blends on the board or easel for a whole-group activity. Collectively brainstorm words that start with each blend. Challenge your students to think of tongue twisters using the words they have collected. Play with each group of words to design a sentence emphasizing the same sound. Some examples are listed below.

Record the sentences the class writes together for each blend. Have students draw pictures for each sentence and publish their work as a class book.

- **bl** Blake wants the blue blanket.
- cl Clarence claps while he cleans.
- fl Flo flipped and fell flat.
- gl Glenda used glue on the globe.
- **pl** Please don't play with the plug.
- **sl** Slinky slithers slowly.
- **br** Brad broke Brenda's bracelet.
- cr Craig crunches crackers.
- dr Draven likes to draw drums.
- fr Freda likes frozen French fries.
- gr Gracie grabs the green grapes.
- **pr** Priya poked the pretty present.
- tr Trevor tried to trim the tree.
- sk Skeeter Skunk skips and skates.
- sm Smitty smelled smoke.
- st Stu stepped on the sticky stamp.

Hink Pinks

Blends are an important component of a special kind of rhyming riddle called a Hink Pink. Hink Pinks are silly questions with rhyming answers. Here are a few examples to share with your students:

What do you call a white slug with a shell? (a pale snail)

What do you call the prize for the grumpiest person in the world? (the frown crown)

What do you get when you spill sugar on your bed? (sweet sheets)

What do you call it when a farmer counts his chickens? (a peck check)

What do you call it when you guess what will be served in the cafeteria? (a lunch hunch)







consonant digraphs (ch, sh, ck)

Seashells

Directions: Look at the picture and the words in the bank. Write the word that names each picture.



| Word Bank | | | | | |
|-----------|---------|--------|-------|--|--|
| ducl | k chair | shell | block | | |
| dish | fish | cheese | sheep | | |

Practice.

She saw the shells on the seashore.





consonant digraphs (th, wh)

Th and Wh

Directions: Name the pictures. Write the letters (**th** or **wh**) that say the beginning sound of each picture.





| | me | | | | | |
|----------------|------|--------|-----------------------------|----------------------|----------------|------------------------|
| S P | hon | ics | | consonant diç | graphs (ch, sh | n, ck, th, wh) |
| 0 | | | Something | 's Fishy | | X |
| ð | | | ns: Read each sentence | | N | |
| | Desi | ae IT. | Write the word that mc | ikes sense in the s | entence. | obain |
| °0 | Ι. | The | ball hit him on the | | | chain chin shell |
| 0 | | | | c | , C | shed |
| ° ~ | 2. | The | | ate the grass. | | sheep shave |
| ບ ° ວິ ຽ | đ | | _ | | | cheek |
| Ø | 3. | She | has a red spot on her _ | | | cheese ship |
| đ | | | | | Q | luck duck |
| 0 | 4. | I sav | v the | on the po | ond. | dish |
| ° 0 ° | 5. | The | dog needs a | | | math path bath |
| | | | | | 0 | dish fish |
| 0 | 6. | The | blue | is a fast s | wimmer. | with |
| ೈ | | | | | | This Then |
| | 7. | | is | s my favorite shirt. | | Those |



At the Beach

Directions: Color the **long a** words **orange**. Color **short a** words **yellow**.







vowel digraphs (ee, ea)

Sweet Treat

Directions: Look at each picture and read the words. Circle the word that names the picture.



He fell asleep in the leaves.





Digraphs Review

Directio sentence words. W the list th in each

| | | CVV | | ۲ | | 25 |
|------------------------|---|--------|-----------|---------|----------|--------------|
| e ar /rite nat i | Read each nd the list of a word from makes sense tence. | | | | | |
| ١. | We rode on the . | | • | | | Word Bank |
| | | | | - | | train |
| 2. | What did she | | | ? | | meat |
| | | | | | | heel |
| 3. | The vase was mo | ide of | | | <u> </u> | say |
| | | | | | | mail |
| 4. | The | | stung the | e boy. | | neat |
| | - | | | | | bee |
| 5. | Do not eat the _ | | | | | clay |
| | | | | | · | |
| 6. | She hurt her | | | outside | •. | |
| 7. | His work is always | | | | | |
| | | | | | | |

8. I put it in the _____





vowel digraphs (oa, ow)

Long O Sounds

Directions: Read the words in each bone. Write each group in ABC order.











Over the Moon

Directions: Look at the pictures and read the words. Circle the word that names each picture.







Fun with Word Families

Family Tree Word Wall

Use brown and green butcher paper to create a gigantic tree to fill one wall or area of your classroom. Try to make as many limbs and branches as possible on the class tree. Label the trunk "Family Tree" or "Word Families" and post index cards with all the word families the students will regularly use on the main limbs.

For example, one limb of the tree could have an index card labeled **-ap**. On each of the branches could be a leaf with a family member (cap, clap, flap, gap, lap, map, nap, rap, sap, slap, snap, tap, trap). Make sure to leave room for extra leaves so students can add to the families all year.

Short-Vowel Families

| -ap | –i† | |
|------|-----|--|
| -at | -ob | |
| -ed | -og | |
| -ell | -op | |
| -en | -0† | |
| -et | -ub | |
| –ig | -ug | |
| –ill | –um | |
| -in | –ut | |
| | | |
| | | |

Long-Vowel Families

| -eat |
|------|
| -eet |
| -ide |
| -ine |
| -ive |
| -ole |
| -one |
| -oad |
| -oal |
| -oat |
| |

Word Families Bingo

In small groups, practice word families using a bingo board. Choose a word family on which to focus. Ask the students to brainstorm a list of words for that family. Write the brainstorming list on the board or an easel for students to use as a reference. Have each student randomly fill in squares of a bingo board with words from this list. While they are preparing their boards, write the words down yourself so you remember which ones you've used. When all students have completed their boards, call out one word at a time, use it in a sentence, and have students cover up that word with a counter. You can play until someone covers five words in a row or fills the whole board.



Introducing Flip Books

Create Flip Books to help your students learn word families. These easy-to-make books are a quick, fun resource that can be taken home for students to practice independently with their friends and families.

Copy the model below to make books for a variety of word families. On the larger card, write the word family for that particular book, including one consonant to go on the last "page." On the smaller squares, write one corresponding consonant that will be cut out and stapled collectively on the front left part of the larger card. The consonants can be stapled at the top or on the side, whatever is easier for the student.

Show the students how to look at and pronounce the first word of the book. Then, turn the page to reveal the next word in the family. Encourage students to practice each of the families often to improve word recognition.

Suggested Flip Book Families:

| -ap: | c, g, l, m, n, r, s, t |
|-------|---------------------------|
| -at: | b, c, f, h, m, p, r, s |
| -et: | b, g, j, l, m, n, p, s, w |
| -ell: | b, d, f, s, †, w |
| -in: | b, f, p, t, w |
| -ip: | d, l, n, r, s, t, z |
| -op: | c, h, m, p, t |
| -ot: | c, d, g, h, l, n, p, r, t |
| -ub: | c, r, s, † |
| -ug: | b, d, h, l, m, p, r, t |
| | |

You can also add blends to the consonant cards and even make books for long-vowel families. Challenge your students to make their own books and share them with their classmates.





Let It Rain

Directions: Read each raindrop. Look at the words on the umbrella. Find a word from the same family and write it on the line.





Balloon Match

Directions: Read the words on the balloons and in the Word Bank. Write the word that belongs in the same family on the line.







In the Family

Directions: Circle the word that does not

| E. W. But . |
|-------------|
| |
| |
| |

| belong in each family. | | | | |
|------------------------|------|---------|-------|------|
| ١. | made | blade 🤇 | (pad) | fade |
| 2. | hive | sit | five | dive |
| 3. | not | bone | cone | zone |
| 4. | bake | rake | cat | take |
| 5. | bed | seed | weed | need |
| 6. | pole | hole | mole | rot |
| 7. | side | zip | hide | ride |
| 8. | bee | tree | pat | see |



Practice.

Write a word that goes in each family.

| ٩. | | |
|-----|------|--|
| 10. | | |
| 11. | -ake | |
| 12. | -eep | |





Matching Members

Directions: Draw a line from a word on the left side to a word on the right side that is from the same family.



Practice.

Write a sentence using two words on this page.





Calling All Rimes

Use the rime cards on pages 52–54 for these activities. It is recommended to make several copies of the cards before cutting them apart. For durability, use heavy cardstock and laminate if possible. As students learn more word families, continue to add rimes to these stacks.

Rime Match

At the reading center, invite students to play "Rime Match." Model this activity by playing the game with a small group of students as the rest of the class watches. Have a student shuffle the cards,



deal out five to each player, and put the rest in a stack in the center of the group. The object of the game is to get rid of the cards in your hand by forming sets of four rhyming cards. The first player asks the group for a card that rhymes with one in his hand. For example, "I'm looking for a word that rhymes with *best."* If nobody has a card in that word family, the player draws a card from the

pile in the center. When four rhyming cards are found, the player reads them aloud, then puts them in a stack face-up in front of him. The player with the fewest cards in hand at the end of the game is the winner.



More Rimes

Distribute rime cards to the class. Encourage students to brainstorm in small groups to find more words that belong to the same rime families. Post a complete list of their additional words on a word wall.



Rime Clubs

For this activity, select four or five rimes to emphasize. From the deck of cards, pull out all the family members for each targeted rime. Shuffle the selected families together. Hand each student one card. Invite students to find the other members of their Rime Club. Play this several times so students have an opportunity to search for different rimes. Encourage them to work together to create a nonsense rhyme using their word cards.

Transition Time

This quick activity is perfect for transition times—lining up for lunch, switching subjects, going to special classes, etc. Choose four or five word families you have been studying. Shuffle the selected families together and randomly distribute cards to the students. Call out a word that belongs in one of the families and have students with rhyming cards get into line. Have them read their words aloud and hand you their cards as they go to the door.



| bad | den | hot |
|------|------|------|
| had | hen | not |
| mad | men | pot |
| sad | ten | spot |
| bag | fin | bug |
| flag | pin | dug |
| tag | spin | hug |
| wag | win | rug |

:..





| bell | club | hide |
|-------|------|-------|
| fell | rub | pride |
| spell | stub | slide |
| well | tub | wide |
| bone | dog | bake |
| cone | frog | make |
| stone | hog | snake |
| zone | log | take |





| pain | bleed | boat |
|-------|-------|-------|
| plain | feed | coat |
| stain | need | goat |
| train | speed | float |
| mail | beat | fine |
| pail | meat | line |
| snail | neat | mine |
| trail | treat | spine |





A Rime Wheel





Miss Mouse's Birthday

Directions: Read each rhyme. Look at the Word Bank to find the missing word. Write the word on the line.







reading/writing connection

Writing Practice



Directions: Look at the word. Say it out loud. Practice writing the word.





plurals (-s)

More Than One

You can make many words mean "more than one" by adding an **s** to the end of the word.

Directions: Look at the pictures and read the words. Circle the word that names the picture.



| | Name | | | Date | |
|--------|--------|--|-----------------|--------------------|-----------------|
| | Pho | onics | | | plurals (-es) |
| Σ | 3 | Spec | cial Plu | urals _[| |
| | | You can make some by adding an s to th ends in s , ss , sh , ch , "more than one." | ne end of the | word. When c | word |
| | \neg | top s | axes | bus es | \rightarrow > |
| \leq | \leq | dish es | lunch es | dress es | \sim |
| | | irections: Read the volume or d to make it mean | "more than c | ne." | |
| 3. | push | | | mix | |
| 4. | can | | q, · | tree | |
| 5. | glass | | 10. | wish | |

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Plurals Review

Directions: Read the words below. Add an **s** or **es** to each word to make it mean "more than one."

| Ι. | pen | 7. | wish | |
|----|-------|---------|-------|--|
| 2. | six | 8. | bus | |
| 3. | lunch | ٩. | | |
| 4. | | 10. | | |
| 5. | coat | 11. | glass | |
| 6. | dish | 12. | rich | |





Å



suffixes (-ed)

Adding Endings

| | Directions: Circle the word that Write it in the sentence. | It goes on the line. | De to antiput of the |
|----|---|-----------------------------|----------------------|
| Ι. | We | _ in the park last week. | camp (camped) |
| | | | climb |
| 2. | She | _ the hill. | climbed |
| | | | hop |
| 3. | The rabbit will | away. | hopped |
| 4. | He | | want wanted |
| 5. | She | for the movie to start. | wait waited |
| 6. | We will | | check checked |
| 7. | My mom | dinner last night. | cook cooked |











Suffixes Review

Directions: Read each sentence and the words beside it. Write the word that makes sense in each sentence.

| ١. | Pedro is | the street. | crossed (crossing)) |
|----|----------------------|------------------|------------------------|
| 2. | My dad and I | | fished fishing |
| 3. | She is always | | talked talking |
| 4. | That dog | | followed following |
| 5. | My brother is | | napped napping |
| 6. | Jorge | up the big hill. | hiked hiking |
| 7. | Mom forgot where she | | parked parking |
| 8. | Who are you | ? | called calling |





Contraction Action

Directions: Read the words in the box. Then read the word pairs below. Write a contraction from the list that matches each word pair.

| (| | | | Word Bar | nk | |
|----|--------------|--------|-------|----------|--------|--------|
| | | wasn't | it's | aren't | he's | didn't |
| | \mathbb{M} | she's | don't | can't | hasn't | isn't |
| Ι. | is not | | | 6. do | not | |
| | | , | | 0. 40 | | |
| | | SNI | | | | |
| 2. | she is | | | 7. hei | S | |
| | | | | | | |
| | | | | | | |
| 3. | has not | | | 8. was | s not | |
| | | | | | | |
| | | | | | | |
| 4. | did not | | | 9. car | n not | |
| | | | | | | |
| | | | | | | |
| 5. | it is | | | 10. are | not | |
| | | | | | | |
| | | | | | | |







| , Name | | Date |
|-----------------|-----------|--|
| Phonics Phonics | | compound words |
| | Direction | Lovebugs s: Draw a line to connect two words that make und word. Write the new word on the line. |
| grass | port _ | |
| every | - | |
| butter | | |
| after | fly _ | |
| air | fire | |
| camp | noon | |
| foot | | |
| I follow | | prints to the campfire. |
| | | |
| | | |
| | | |
| | | |







Two Peas in a Pod

Directions: Read each compound word. Draw a line between the two smaller words that make the compound word. (

playground postcard

mailbox

nobody

outside

popcorn





starfish

sidewalk

baseball

someone



Practice.

Write a sentence for each of the words below.

everyone

inside

something





word identification

Sight Words

Directions: Read the sentences. Circle the correct word for each sentence.

- I. The dog is (running, walked) away.
- 2. Is the store (over, open) yet?
- 3. She brushes her teeth **(any, every)** day.
- 4. Please (give, got) him the cookie.
- 5. (Soon, Some) of the books are mine.



Directions: Read each sentence. Write the word that makes sense on each line.

| | | | any |
|----|------------------------|---------------------|-------|
| 6. | I like to read | lunch. | after |
| | | | |
| | | | know |
| 7. | They | how to play soccer. | just |
| | _ | | |
| | | | ask |
| 8. | Read the story to me _ | | agair |



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reading/writing connection

3 63

Writing Practice

Directions: Look at the word. Say it out loud. Practice writing the word.









Oral Reading Options

Jokes, Jokes, Jokes

Students love a good joke and are always looking for new ones to share. Supply joke books at your reading center for instant motivation. Try some of these favorites:

Kids Are Punny by Rosie O'Donnell

The World's Greatest Knock-Knock Jokes for Kids by Bob Phillips

- *1,000 Knock Knock Jokes for Kids* by Ballantine Editors
- Ready, Set, Read—And Laugh!: A Funny Treasury for Beginning Readers by Joanna Cole

Plays

First graders are natural actors. Channel this interest into a showcase for expressive reading. Encourage fourth or fifth araders at your school to rewrite scenes from familiar fairy tales and nursery rhymes as short plays for your students to read and perform. Divide the text of a favorite easy-to-read story into short sections for several narrators and invite volunteers to pantomime the action or act out the tale with puppets. Encourage the group to rehearse and then perform for the class. Invite students to perform a selection from the reading text as a readers' theater piece. A story with a lot of dialogue works best.

Poems

Young children love verses and poems. Rollicking rhythm and rhyme are fun to pull off the page and send dancing into the air. Hold an old-fashioned poetry recital. Invite each student to read a short poem for the group. Encourage readers to practice before they present their selection. Some students may prefer to perform in a small group. Include serious and silly poems in your daily routine, including chants, hink pinks, and riddles in rhyme. Provide printed versions of the poems whenever possible so students can follow along and go back to enjoy favorites on their own.

Alphathoughts: Alphabet Poems by Lee Bennett Hopkins

Rumpus of Rhymes: A Book of Noisy Poems by Bobbi Katz

Recess, Rhyme, and Reason: A Collection of Poems About School by Patricia M. Stockland

Divide the class up into groups for choral reading. For a long poem written in quatrains (for example), you might assign one group the first line of each stanza, another group the second line, a third group the next line, and the fourth group the last line.









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0-7424-2831-1 Reading for Every Child: Phonics



word identification

Reading Sentences

Directions: Read each sentence. Look in the Word Bank. Write the word on the line to finish each sentence.

| Ι. | Please bring | the | | inside. | |
|----|--------------|--------------|--------------------------|-----------------|-------------------------|
| 2. | The bird hac | | | | |
| 3. | | | for h | ner dog. | |
| 4. | | | wash t | he dishes. — | |
| 5. | Did the bee | | | you? | |
| 6. | Kelsie has a | new pair of | | | |
| 7. | | | to | go. | R |
| 8. | The dog wag | gs its | | } | $\hat{\mathcal{L}}_{n}$ |
| | helped | Word when | d Bank looking | boxes | |
| | sting | tail | wings | glasses | |





Context Clues

Directions: Read each sentence. Look in the Word Bank. Write the word on the line to finish each sentence.









word identification

Picture Clues

Directions: Circle the sentence that tells about each picture.

3.



She feeds the cat. She writes a note. He plays ball.



Tim plays tag. Tim has a kite. Tim calls his mom.



The bug hops. The bird can fly. The dog runs.



The plane lands. The cow eats. She has a doll.



She eats some cake. She makes a snowman. She likes the apple.

Practice. Write a sentence about this picture.







Resources for Reading Teachers

Reading about successful activities other teachers have used will help you tap into your own creativity as you teach reading. Here are some recommended teacher resources. The list includes books from the International Reading Association Web site (www.reading.org).

- Beyond Storybooks: Young Children and the Shared Book Experience by Judith Pollard Slaughter
- Book Talk and Beyond: Children and Teachers Respond to Literature by Nancy L. Roser and Miriam G. Martinez (editors)
- Celebrating Children's Choices: 25 Years of Children's Favorite Books by Arden Ruth Post et al.
- Developing Reading-Writing Connections: Strategies from the Reading Teacher by Timothy V. Rasinski et al. (editors)
- From Literature to Literacy: Bridging Learning in the Library and the Primary Grade Classroom by Joy F. Moss and Marilyn F. Fenster
- In the First Few Years: Reflections of a Beginning Teacher by Tina Humphrey
- Journey of Discovery: Building a Classroom Community Through Diagnostic-Reflective Portfolios by Ann M. Courtney and Theresa L. Abodeeb
- Phonics That Work! (Grades K-3) by Janiel Wagstaff
- Role of Phonics in Reading Instruction: A Position Statement of the International Reading Association by IRA
- Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction by Patricia G. Smith (editor)
- Teaching Phonics Today: A Primer for Educators by Dorothy S. Strickland
- *Tiger Lilies, Toadstools, and Thunderbolts: Engaging K–8 Students with Poetry by Iris McClellan Tiedt*
- Worm Painting and 44 More Hands-On Language Arts Activities for the Primary Grades by E. Jo Ann Belk et al.





Cultivating a Love of Reading

Classics-Old and New

A Little Critter Book series by Mercer Mayer Alphabeasts by Wallace Edwards Arthur series by Marc Brown Bear on the Bed by Ruth Miller Bear Snores On by Karma Wilson Bear Wants More by Karma Wilson Berenstain Bears series by Jan and Stan Berenstain The Bear: An American Folk Song by Kenneth Spengler Big Bad Wolf by Claire Masurel Busy Little Mouse by Eugenie Fernandes Can You Make a Piggy Giggle? by Linda Ashman *Cinderella* by Ruth Sanderson Cock-a-Moo-Moo by Juliet Dallas-Conté Diary of a Worm by Doreen Cronin Do Your Ears Hang Low? by Caroline Jayne Church Dog Breath! The Horrible Trouble with Hally Tosis by Dav Pilkey Don't Eat the Teacher! by Nick Ward Dr. Seuss series Duck on a Bike by David Shannon Eloise series by Hilary Knight Hunter's Best Friend at School by Laura Malone Elliott I Stink! by Kate McMullan If Dogs Ruled the World by Faith McNulty

If You Give a Mouse a Cookie by Laura Numeroff If You Take a Mouse to School by Laura Numeroff Jake Baked a Cake by B. G. Hennessy Junie B. Jones series by Barbara Park The Kissing Hand by Audrey Penn Lilly's Purple Plastic Purse by Kevin Henkes Little Brown Bear Won't Take a Nap! by Jane Dver The Littlest Wolf by Larry Dane Brimner The Magic Hat by Mem Fox The Mitten by Jan Brett Mrs. Wishy Washy by Joy Cowley Man on the Moon: A Day in the Life of Bob by Simon Bartram My Somebody Special by Sarah Weeks The Napping House by Audrey Wood Olivia series by Ian Falconer Paper Bag Princess by Robert Munsch The Princess and the Pizza by Mary Jane Auch The Secret of the North Pole by Arcadio Lobato Storm Is Coming by Heather Tekavec Tatty Ratty by Helen Cooper Too Many Tamales by Gary Soto The Wolf Who Cried Boy by Bob Hartman What Are YOU So Grumpy About? by

Tom Lichtenheld





Fascinating Nonfiction

ABC of Crawlers and Flyers by Hope Ryden Beekeepers by Linda Oatman High Cactus Hotel by Brenda Z. Guiberson George Washington's Teeth by Deborah Chandra Here Is the Southwest Desert by Madeleine Dunphy Humphry the Lost Whale by Wendy Tokudo and Richard Hall Magic School Bus series by Joanna Cole Picking Apples and Pumpkins by Amy and Richard Hutchings Stickeen: John Muir and the Brave Little Dog by John Muir et al. Why Do Leaves Change Color? by Betsy Maestro Why I Sneeze, Shive, Hiccup, & Yawn by Melvin Berger

Patterned Literature Books for Reading and Writing

A Dark, Dark Tale by Ruth Brown Brown Bear, Brown Bear by Bill Martin Jr. The Doorbell Rang by Pat Hutchins Fortunately by Remy Charlip Goodnight Moon by Margaret Brown Goodnight, Mr. Beetle by Leland Jacobs If I Had a Tail by Karen Clemens Warrick Jump, Frog, Jump by Robert Kalan Squaw to the Moon, Little Goose by Edna Preston The Very Busy Spider by Eric Carle Wheels on the Bus by Paul O. Zelinsky Who Sank the Boat? by Pamela Allen Why Mosquitoes Buzz in People's Ears by Verna Aardema







| Skills Assessment | pages 6-7 | More Endina Sou | nds | paae 17 |
|-------------------|-----------------|------------------------|----------|-----------|
| I. h | 10. mop | I. d | 4. r | |
| 2. n | II. pl | 2. | 5. d | |
| 3. o | 12. sm | 3. r | 6. I | |
| 4. a | 13. ee | Consonant Revie | W | nade 18 |
| 5. p | 14. oa | I. d | 6, | inpuge iv |
| 6. b | 15. ag | 2. s | 7. n | |
| 7. road | l6. age | 2. s 3. m | 8. r | |
| 8. men | 17. walked | 4. † | 9. b | |
| 9. slide | 18. What | 5. p | 10. g | |
| Missing Letters | page 9 | | - | |
| I. d, f | | At Bat | | page 21 |
| | 5. i, k | I. mat | 4. hat | |
| | 6. e, f | | 5. ham | |
| , | page 10 | 3. fan | | |
| | 7. L | Egg Hunt | | page 22 |
| | 7. L 8. F | Colored words: | | |
| 2. n 3. s | о. г 9. Т | net | let | |
| 3. s 4. r | 9. T 10. H | beg | get | |
| 4. 1 5. P | ю. н II. m | pet | men | |
| 5. F 6. d | 12. C | wet | hen | |
| | | fell | | |
| | page II | Big Fish | | page 23 |
| Colored pictures: | | I. mat | 5. fit | |
| I. DOY, DUS | 3. girl, garden | 2. tap | 6. Zip | |
| 2. fish, fence | | 3. off | 7. win | |
| | page 12 | 4. had | 8. dig | |
| I. d | 5. m | Fox Trot | | page 24 |
| • | 6. b | I. box | 4. top | - • |
| 3. s | 7. † | 2. hot | 5. not | |
| 4. r | 8. n | 3. dots | 6. on | |
| Starts With | page 13 | Fun in the Sun | | page 25 |
| l. f | 5. C | Colored pictures: | | |
| 2. v | 6. g | cup | bus | |
| 3. h | 7. z | rug | tub | |
| 4. 1 | 8. k | duck | bug | |
| Ends With | page 15 | nut | sun | |
| Colored pictures: | | On the Farm | | nage 26 |
| I. boat, goat | 3. dress, kiss | Correctly colored, t | | |
| 2. drum, arm | 4. bag, flag | tractor. | | evedia |
| Final Consonants. | page 16 | | | |
| I. p | 5. f | Say My Name | | page 2/ |
| 2. b | 6. p | I. hat | 7. pine | |
| 3. n | 7. n | 2. cane | 8. bite | |
| 4. f | 8. b | 3. cape | 9. kite | |
| | - | 4. man 5. papa | 10. rip | |
| | | 5. pane | 11. hide | |
| | | 6. tape | l2. fin | |





| Go! Go! Go! | page 28 | Sweet Treat | page 40 |
|-------------------|------------------------------|------------------------|---------------------|
| I. hope | 6. note | I. seat | 6. meat |
| 2. not | 7. rope | 2. beak | 7. jeep |
| 3. robe | 8. mule | 3. sleep | 8. leaf |
| 4. tub | 9. ruler | 4. seal | 9. tea |
| 5. cube | | 5. feet | |
| Fly Away | page 29 | Digraphs Review | /page 41 |
| Correctly colored | d, the picture will reveal a | I. train | |
| butterfly. | | 2. say | 6. heel |
| Slip and Slide | page 31 | 3. clay | 7. neat |
| I. bl | 4. gl | 4. bee | 8. mail |
| 2. cl | 5. pl | Lona O Sounds . | page 42 |
| 3. fl | 6. sl | -ow bone: | -oat bone: |
| | | blow | oat |
| - | page 32 | grow | boat |
| | 4. st | low | coat |
| 2. sn | 5. sp | row | float |
| 3. sk | 6. sw | slow | goat |
| | page 33 | | • |
| l. fr | 7. br | | page 43 |
| 2. dr | 8. cr | Colored pictures: | |
| 3. tr | 9. fr | tooth | • |
| 4. tr | 10. gr | spoon | |
| 5. pr | II. br | moose | ZOO |
| 6. dr | 12. cr | stool | |
| Seashells | page 36 | | page 44 |
| I. fish | 5. cheese | I. boat | |
| 2. chair | 6. sheep | 2. stool | 5. moon |
| | 7. dish | 3. crow | 6. goat |
| | 8. duck | Let It Rain | page 47 |
| | page 37 | | 4. hop |
| I. wh | 6. wh | 2. bell | 5. rub |
| 2. wh | 7. wh | 3. pin | 6. wet |
| 3. th | 8. th | | page 48 |
| 4. th | 9. th | | |
| 5. th | 7, 111 | I. fed 2. nut | 5. hug 6. wig |
| | | | • |
| | hypage 38 | 3. map | 7. pill |
| I. chin | 5. bath | 4. dog | |
| 2. sheep | 6. fish | | page 49 |
| 3. cheek | 7. This | I. pad | 6. rot |
| 4. duck | | 2. sit | 7. zip |
| At the Beach | page 39 | 3. not | 8. pat |
| | d, the picture will reveal a | 4. cat | 9.–12. Answers will |
| pail. | | 5. bed | vary. |
| | | Matching Memb | erspage 50 |
| | | I. bill | 5. cone |
| | | 0 put | 6 man |

- nut
 late
 - 6. men 7. sat
- 4. peel





| Miss Mouse's Birt | hdaypaae 5 | 6 Let's Go!pag | e 65 |
|--|--|--|--------------|
| | 4. stay | I. She's 4. It's | |
| 2. noon | 5. race | 2. didn't 5. wasn't | |
| 3. cake | 6. fun | 3. can't 6. don't | |
| More Than One | page 5 | B Lovebugspag | e 66 |
| I. hens | 5. coat | From top to bottom: | |
| 2. cat | 6. hats | airport butterfly | |
| 3. bike | 7. tree | everything afternoon | |
| 4. fans | 8. kites | footprint campfire | |
| Special Plurals | page 5 | grasshopper | |
| I. foxes | 6. hats | Two Peas in a Podpag | e 67 |
| 2. buses | 7. inches | play/ground post/cards | |
| 3. pushes | | mail/box star/fish | |
| | 9. trees | no/body side/walk | |
| 5. glasses | 10. wishes | out/side base/ball | |
| Plurals Review | page 6 | pop/corn some/one | |
| I. pens | | Sight Wordspag | e 68 |
| 2. sixes | | I. running 5. Some | |
| 3. lunches | 9. songs | 2. open 6. after | |
| 4. classes | 10. birds | 3. every 7. know | |
| 5. coats | II. glasses | 4. give 8. again | |
| | | | ~ 70 |
| | 12. riches | ABC Orderpag | e /u |
| Adding Endings | page 6 | | e 70 |
| Adding Endings I. camped | page 6 5. waited | From top to bottom: after know | e 70 |
| Adding Endings I. camped 2. climbed | 5. waited 6. check | From top to bottom: after know could open | je 70 |
| Adding Endings 1. camped 2. climbed 3. hop | page 6 5. waited | From top to bottom: after know could open every think | je 70 |
| Adding Endings I. camped 2. climbed 3. hop 4. wanted | 5. waited 6. check 7. cooked | From top to bottom: after know could open every think give walk | |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing | 5. waited 6. check 7. cooked page 6 | From top to bottom: after know after know could open every think give walk Reading Sentences page | |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing | 5. waited 6. check 7. cooked 4. singing | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting | |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing | 5. waited 6. check 7. cooked 4. singing 5. floating | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses | |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing | 5. waited 6. check 7. cooked 4. singing 5. floating | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when | |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping | 5. waited 6. check 7. cooked 4. singing 5. floating | From top to bottom: after know after know could open every think give walk Reading Sentences page 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail | e 72 |
| Adding Endings I. camped 2. climbed 3. hop 4. wanted Going Fishing I. fishing 2. tossing 3. helping Suffixes Review I. crossing | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when | e 72 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking page 6 | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying | e 72 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked | e 72 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down | e 72 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking 4. followed | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down 4. round 8. little | e 72 e 73 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking 4. followed Contraction Action 1. isn't | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked 8. calling 5. don't | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down 4. round 8. little Picture Clues pag | e 72 e 73 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking 4. followed Contraction Action 1. isn't 2. she's | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked 8. calling 5. don't 7. he's | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down 4. round 8. little Picture Clues pag 1. She writes a note. | e 72 e 73 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking 4. followed Contraction Action 1. isn't 2. she's 3. hasn't | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked 8. calling 5. don't 7. he's 8. wasn't | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down 4. round 8. little Picture Clues pag 1. She writes a note. 2. The bug hops. | e 72 e 73 |
| Adding Endings 1. camped 2. climbed 3. hop 4. wanted Going Fishing 1. fishing 2. tossing 3. helping Suffixes Review 1. crossing 2. fished 3. talking 4. followed Contraction Action 1. isn't 2. she's | 5. waited 6. check 7. cooked 4. singing 5. floating 6. looking 5. napping 6. hiked 7. parked 8. calling 5. don't 7. he's | From top to bottom: after know after know could open every think give walk Reading Sentences pag 1. boxes 5. sting 2. wings 6. glasses 3. looking 7. when 4. helped 8. tail Context Clues pag 1. eggs 5. flying 2. birds 6. walked 3. open 7. down 4. round 8. little Picture Clues pag 1. She writes a note. | e 72 e 73 |



5. She makes a snowman.