



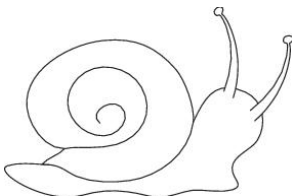


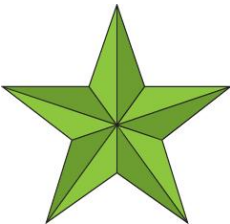




Consonant Blends: s-blends

Directions:

1. Say the name of each picture.
2. Write the correct s-blend that completes the word to match the picture.
3. Read each word.

 _____ile	 _____arf	 _____oon
 _____ide	 _____ail	 _____ing
 _____ates	 _____ar	



The Jumping Contest

"I bet my frog can jump higher than yours," Kyra said. Kyra pulled a green frog out of a box and held it up. "He has the best jumping legs I've ever seen."

Dean smiled. "I think my frog is the best."

"Then let's have a contest," Kyra said.

Kyra and Dean both put their frogs down in front of them. As soon as they let go, the frogs took off. They jumped away quickly and headed for the pond. Kyra and Dean looked at each other sadly.

"Now what do we do?" Dean asked. "They hopped away so fast that I don't know which one jumped higher."

"I know what we can do," Kyra told her friend. "We can jump in our own contest."

Dean thought that was a great idea. The two friends got down on their hands and knees.

"Ready, set, jump!" Dean yelled.

They took off jumping through the grass.

"I got to the tree first!" Kyra shouted when she reached the tree. "But you jumped higher. We both win!"





Author's Purpose and Story Structure

Directions: Complete the chart about the story "The Jumping Contest."

Author's Purpose: _____ _____
Beginning: _____ _____ _____ _____
Middle: _____ _____ _____ _____
End: _____ _____ _____ _____



Content Vocabulary

Directions: Use the Glossary in your Anthology to find the meaning of the following vocabulary words from “The Frog’s Prints,” which we will read in our next session. Write the definition next to each word.

1. prints

2. meet

3. pair

4. too

5. some

6. see



Learning Log

Directions: Think about today's session. Write about something that was challenging for you. OR Write about what you would like to have more practice with. Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.



Consonant Blends: s-blends

A Snail Named Stacy

Once there was a snail named Stacy. Stacy spent the day at the park. Stacy slid smoothly down the slide. Stacy swung slowly on the swing. Then, Stacy the snail smiled and had a snack.

Directions:

1. Write the s-blends from the Phonics Paragraph in the correct column of the chart below.
2. Reread the Phonics Paragraph.

sl	sm	sn	sw



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Author's Purpose and Story Structure: "The Frog's Prints"

Directions: Complete the chart about the story "The Frog's Prints."

Author's Purpose: _____ _____
Beginning: _____ _____ _____ _____
Middle: _____ _____ _____ _____
End: _____ _____ _____ _____



Content Vocabulary

Directions:

1. Review the homophones and their definitions.
2. Circle the correct homophone to complete each sentence.

VOCABULARY WORD AND DEFINITION	HOMOPHONE AND DEFINITION
prints: marks left on a surface, especially by feet or hands	prince: the son of a king or queen
meet: to see and talk to someone for the first time	meat: food from the flesh of an animal
pair: something that has two parts joined together	pear: a sweet fruit that has yellow or green skin pare: to trim or cut
too: in addition, also	to: in the direction of two: the number between one and three
some: an unknown amount of something	sum: the total amount
see: to look at	sea: a large body of salt water

1. We cleaned the muddy prince/prints off the floor.
2. Did you meat/meet your new teacher?
3. I picked a ripe pair/pare/pear from the tree.
4. He went to/too/two the library after school.
5. Let's listen to some/sum music.
6. A fish jumped out of the sea/see.



Learning Log

Directions: Think about today's session. How do you feel about your Vocabulary skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.



Syllables

Directions: In each sentence, circle the one-syllable words that begin with s-blends.

1. Stan has a scab on his foot.
2. I will spin until you tell me to stop.
3. If you step on the stick, it will snap.
4. Mom has a new skirt and scarf.

Directions: Complete each sentence with one syllable of the underlined compound word.

1. A scorecard is a card on which you write the _____.
2. A swimsuit is a suit you wear when you _____.



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Story Structure: Your Turn to Write

Directions: Think about the beginning and the end of the story “The Frog’s Prints.” Write a paragraph in which you answer the following questions:

- How does the beginning introduce the story?
- What happens at the end that brings the story to a close?

Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

**Content Vocabulary Review**

Directions: Complete each sentence with one of the following vocabulary words from "The Frog's Prints."

meet	pair	prints
see	some	too

1. Jackson sees Fred's _____ on the window.
2. Jackson hoped to _____ Fred one day.
3. Jackson and his mom are making a _____ of pajama pants.
4. Jackson wants to make pants for Fred, _____.
5. They go to the store to buy _____ fabric.
6. Jackson hoped Fred would _____ the pants.



Learning Log

Directions: Think about today's session. How do you feel about your Fluency skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.
