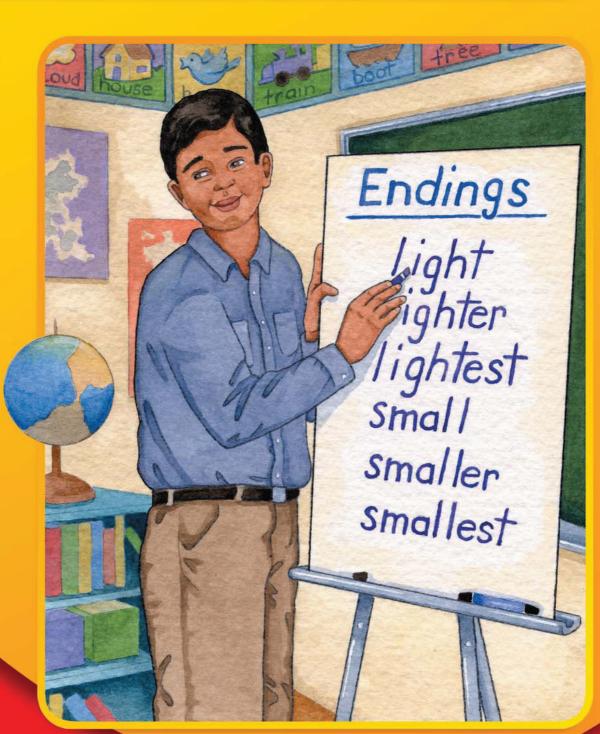
Reading for Every Child Phonics



- Based on Reading First Research
- Activities to Strengthen Phonemic Awareness and Decoding Skills
- Includes
 Assessments



Reading for Every Child Phonics

Grade 2

by Linda Armstrong

Published by Instructional Fair an imprint of

Frank Schaffer Publications®



Instructional Fair

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Table of Contents

Reading First	
Skills Assessment	6
Consonants Reviewing Consonant Sounds	
Ride the Rails	10
Here's the Clue	13
Our Earth	
Reviewing Vowel Sounds	17 18 19
My Code	21 22
Digraphs Whale of a Word Scrambled! Castles Who Is Hiding in the Trees? E or I? Free Time. Stirring the Soup A Sweet Treat Beetlerella's Bug Ball	25 26 28 29 30 31
Inching Along Blends	33
Stack and Spell	35
Crab WalkTrain Tracks	37 38
One Knight's Knots	40 41
The Old Tower	42

DiphthongsDown for the Count.43Ship Ahoy!.44A Good Book.45Shining at Night.46Blast Off!.47Compound WordsCompound Words.48Everything, Except Onions.49Play Ball!.50Rays of Sunshine.51Compound Critters.52
Compound Words Puzzle53
SyllabicationBreaking It Down.54Feel the Beat.55Dividing Syllables.56Chipmunk's Challenge.57Affixes and PluralsTaking a Walk.58Wolfs or Wolves?.59Adding Endings.60A Bushel of Apples.61One Sheep, Two Sheep.62The Dog's Bone.63
Untidy Room64
Contractions, Homophones, and
Sight Words You're a Winner! .65 I'll Call You Later .66 Two Peas in a Pod .67 Dear Deer .68 Missing Marks .69 Fill-It-In Puzzle .70 Morning ABCs .71 Eight on My Plate .72 Friends to the End .73 The Floating Hand .74
Cultivating a Love of Reading



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.

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 students develop the skills necessary to become independent readers.

Listening to the lively read alouds suggested in the activity sections will motivate second graders to seek out independent reading materials that suit their interests and abilities. They will build reading speed and confidence through enjoyable practice.

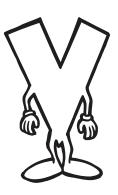
As they complete reproducible worksheets in this book, students will review alphabetical order as well as basic vowel and consonant sounds. Through puzzle solving, game playing, listening, writing, and sharing, they will expand their knowledge of consonant blends, special vowel sounds, irregular forms, and unusual spelling patterns.

While enjoying the activities in *Reading for Every Child: Phonics,* young readers will practice decoding longer, more complex words. They will become more proficient at using structural cues. They will become more familiar with compound words, syllables, prefixes, suffixes, plurals, and inflectional endings. They will also work with homophones, contractions, and singular possessives.

The exercises included here, along with verse collections available in the library or online, will give second graders more practice with rhymes and their cousins, the word families known as rimes. Reading different types of sentences aloud will give students practice with expressive reading.

Activities in this book showcase two hundred basic sight words in many different ways. Some are included as examples of consonant and vowel patterns. Others are featured in separate sentence-building exercises.

Reading for Every Child: Phonics provides a flexible set of tools to support your reading program. The worksheets and activities included here may be used in many ways. Feel free to skip around or modify them to meet your needs.

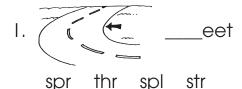




Skills Assessment

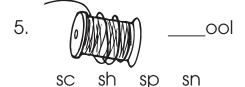
Consonant Blends and Digraphs

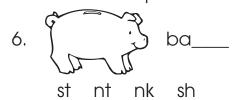
Directions: Circle the letters that complete each word.















Vowel Digraphs, Diphthongs, and Other Vowel Sounds

Directions: Fill in the circle in front of the word that names each picture.

- 9. Obill
 - O ball
- 10. Opaw
 - O pat
 - paste
- 11. Olate
 - O light







- 12. O cuff
 - O cow
 - Осар



- 0 braid
- 0 bread



- O beak
- O bake









Skills Assessment (cont.)

Compound Words and Prefixes

Directions: Circle the word that names each picture.

15.

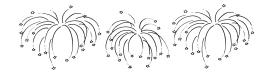


18.



suntan sunset sunburn

birdhouse firehouse lighthouse



19.

20.



fireman fireworks fireplace



17.



pinecone chipmunk toothpaste



undo unhappy unpaid

Inflectional Forms, Contractions, and Plurals

Directions: Read each sentence and the words under it. Write the word that makes sense on the line.

- 21. my turn!
- 22. Is Jack _____ to the party?
- 23. There are ten _____ in line.
- 24. He _____ come with us.
- 25. I have two _____ in my desk.
- 26. She carried the two _____.

books coming won't It's dishes children



Reviewing Consonant Sounds

Breaking It Down

Write a rime on the board and pass out consonant cards to the class. Invite students to blend their consonants with the rime and say the syllable. Point out that pieces of words, called syllables, are often not words by themselves. Then write the syllables re, frig, er, a, and tor on the board. Encourage volunteers to read each one. Write the word refrigerator without the spaces between and challenge the class to read it. On another day, repeat the process with a different polysyllabic word.

Consonant Shape Books

Find or create simple outline shapes for any of the following objects: ball, car, dog, fish, bunch of grapes, house, jewel, kite, leg, mail, nail, pail, rabbit, seal, tooth, umbrella, vase, world, yarn, or zipper. Encourage students to use your pattern to create a front and back construction-paper cover and several pages. Invite them to find words in magazines and books that contain the consonant. Encourage them to copy the words into the shape book. When the

books are complete, allow time for students to meet in small groups to share what they have found.

Daffy-nitions

Invent a silly definition, such as "a crayon that falls on the floor." Encourage students to think of a nonsense word that could fit the definition, such as *crayoor*, or *fayon*. Write the nonsense word and the definition on a chart. Don't be surprised if your class starts to develop a playful private language. Other possible subjects for invented words include the first student to line up, the office monitor, a student who forgets lunch money, and a favorite book.

Song Lyrics Jive

Write the words of favorite songs on charts or overhead transparencies. Point to them as the class sings. Familiarity with the lyrics will help struggling students relate sounds they hear to letters on the page. To review target sounds, encourage the class to make up new, silly lyrics to favorite tunes. For example, to review the /t/ sound, the lyrics to "My Bonny Lies Over the Ocean" could become:

My TV is covered with toothpaste. My tickets are covered with tea. A tiger has stolen my suitcase. Oh, bring back my tulips to me.

Other songs that are fun to reinvent include "Polly Wolly Doodle" and "On Top of Old Smoky."

Ride the Rails

Directions: Look at each picture. Read the words on the train. Write the word that matches the picture on each line.





6. _____



2. _____



7. _____



3. _____



8. _____



4. _____



٩. ____

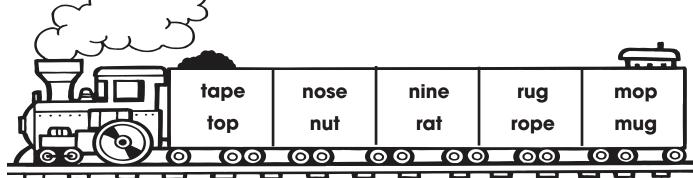


5. _____

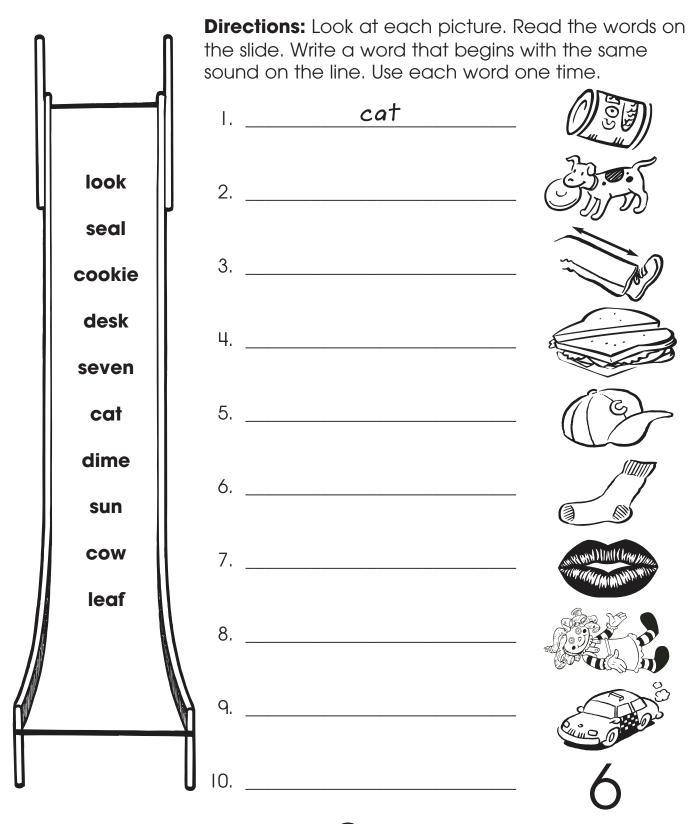


10. _____





Down the Slide



Bathtub Fun!

Directions: Read each sentence. Write **p**, **b**, **f**, or **v** inside the bubble to complete the word.

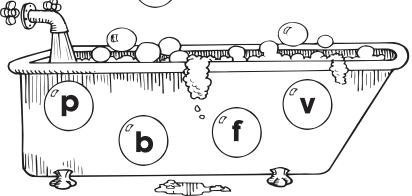
1. The dog chased the red



2. We had to take our cat to the $\binom{\sigma}{2}$



- 4. I wondered what was inside the big ox
- 5. She turned on the \bigcirc an to cool down.
- 6. I put the jillow over my head.
- 7. The \bigcirc ear came out of his den for food.
- 8. We can all drive to the store in her $(^{\sigma})$ an.
- 9. He was the tallest (σ) oy in his class.
- 10. My little brother is () ive years old.





Here's the Clue



Directions: For each line, read the first word and the clue. Change the first letter to **h**, **k**, or **w** to make a new word that fits the clue. Write the new word on the line.

	Word	Clue	New Word
1.	bat	Put it on your head.	hat
2.	land	It can hold a pen.	
3.	bite	You can fly it.	
4.	bell	It has water in it.	
5.	ball	It keeps things in or out.	
6.	did	It is a baby goat.	
7.	bug	Give it to your mom.	
8.	bill	It is a high place.	
9.	jam	You eat it with eggs.	
10.	cave	You see it on the sea.	
11.	pick	You do it with a foot.	
12.	dome	It is where you live.	



What Was the Queen Doing?

Directions: Find and circle the hidden words. The letters not circled will reveal a hidden message.

jam	quick
jar	quiet
jeans	quill
jelly	quit
job	quiz
jug	zebra
juice	zero
quack	zipper
queen	zoom

Ε	Α	Q	U	I	Ε	Τ	Z	J	Τ	Q
J	Α	M	Q	Q	I	Ν	Ε	Ε	G	U
Q	В	R	Z	U	U	Ε	R	Α	Q	I
U	J	U	G	Ε	I	I	0	Ν	U	С
I	Α	Z	D	Α	В	Z	L	S	Ε	K
Τ	J	Ν	I	D	Н	R	0	L	Ε	Ν
Ε	J	Α	J	Р	Υ	Μ	Α	Z	Ν	Ν
Μ	Τ	Ε	R	U	Р	Q	U	0	R	Ν
K	R	Τ	L	В	I	Е	Μ	J	0	В
Z	0	0	Μ	L	V	С	R	Ε	Н	L
Q	U	Α	С	Κ	Υ	Р	Ε	Τ	Μ	V

Now write the letters that are not circled on the lines below. Write them in order from left to right, row by row. They will tell you what the queen was doing while the king was busy in his counting house.

 	·	

What was the queen doing?

This king and queen are from a famous rhyme. Can you name it?



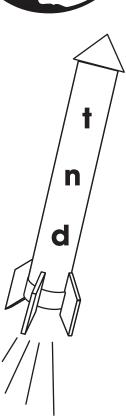


Our Earth

Directions: Read each sentence. Write one of the rocket's letters on the line to complete the word.

- I. Earth is a plane <u>†</u>.
- 2. It is the thir__ planet from the sun.
- 3. There are eigh_ other planets.
- 4. Some are big an__ some are small.
- 5. Some planets are very ho__.
- 6. Others are very col__.
- 7. Earth is jus__ right for life.
- 8. The su__ is really a star.
- 9. I_ is made of hot gas.
- 10. It sends hea __ to all of the planets.
- 11. Planets close to the su__ get the most heat.
- 12. Planets tha__ are far away do not get as much heat or light.



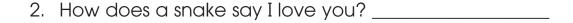




Rhyming Riddles

Directions: Read each riddle. Look on the lily pad to search for each answer. Write it on the line.





3. What do you call a big pile of clothes in your closet?

4. What do you call it when you are being very quiet?

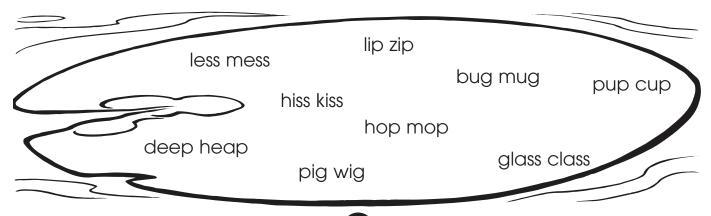
5. What do you call a cup for an ant? _____

6. What do you call fake hair for a hog? _____

7. How does Mama Frog wash her floor? _____

8. What do you call a dog mug? _____

9. Where can you learn to fix windows? _____





Reviewing Vowel Sounds

The No-Vowel Challenge

Write a consonant-vowel-consonant (CVC) word such as *bat* on the board without the vowel and challenge students to try to say it. Invite other students to listen for the vowel the volunteer provides when trying to read the word. Invite students to name all the CVC words that can be made using the those letters. For *b_t*, examples could would be *bat*, *bet*, *bit*, *bot*, and *but*.

Stay Up, Sit Down

Invite students to stand by their chairs. Slowly read a list of single-syllable words. If the word has a long vowel, players stand or remain standing. If it has a short vowel, they sit down. For a decoding variation, show flashcards instead of reading the list aloud. Invite the group to read the card aloud after they stand or sit. For a quieter version, have students raise their hands for long vowels and lower them for short vowels.

VIV (Very Important Vowels)

Invite students who have long vowels in their first names to line up first. As they walk to get into line, have them say their names and name their very important vowels. Vary this by asking for short vowels or long vowels in

Vowel Scrapbooks

Invite students to find pictures of objects that have long vowel sounds in old magazines or catalogs and cut them out. Encourage them to paste each picture on a separate sheet of paper and label it. Then have the students write silly stories that include their selections. Staple each set of story and picture pages together to make books. Divide the class into small groups and allow time for the young authors to share their creations.

Read Alouds

Take your class to the school library and point out the section that features easy-readers and early chapter books. Select one or two titles to read aloud, and then encourage students to choose their own. A few suggested titles are listed below.

The Sneetches and Other Stories by Dr. Seuss

Are You My Mother? by P. D. Eastman

Henry and Mudge: The First Book by Cynthia Rylant

Arthur Babysits by Marc Brown

last names.

What's Missing?

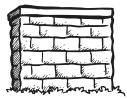
Directions: Look at each picture. Write the missing vowel on the line.

a e o





7. w __ II





8. d_g

















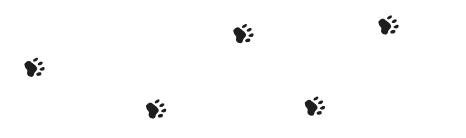




My Dog and I

Directions: Read each sentence. Circle the word that makes sense.

- 1. My dog likes to (beg, jet).
- 2. My dog (cup, dug) a big hole.
- 3. Dogs like to (fun, tug) on ropes.
- 4. I (fed, jet) my dog.
- 5. I had to (hot, mop) up his mess.
- 6. My dog got dirt on the (bug, rug).
- 7. My dog has (**red**, **tell**) fur like a fox.
- 8. The dog ate my (hut, lunch)!
- 9. I like to (tub, hug) my dog.
- 10. My dog pants when he is (**doll**, **hot**).
- 11. My dog likes to sleep on my (bed, well).
- 12. It is my (log, job) to feed and walk the dog.









The Best Nest

Directions: Read the clues. Look at the words in the nest. Write the word in the puzzle.



Across

- I. He wants to _____ the race.
- 4. I can count to _____.
- 6. She watched the _____ spin.
- 7. Please _____ the table.
- 9. It's time to feed the _____.
- 10. The _____ likes to eat cheese.
- II. The cat tried to ____ my hand.

Down

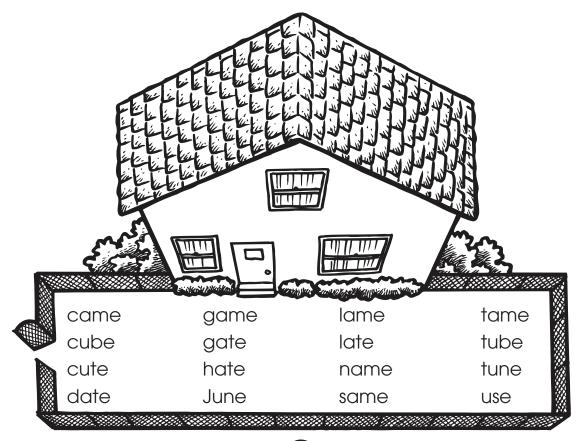
- 2. The chipmunk is eating a
- 3. She used a _____ to clean the floor.
- 5. Six birds are in the _____.
- 6. Look at the price _____.
- 8. I colored the dress .
- 9. He took a ____ in the pool.



Use the Side Gate

Directions: Find and circle the words in the puzzle.

Υ	0	U	D	Α	T	Е	С	Ν
D	G	Α	М	Е	I	D	Α	Α
I	G	T	T	Q	L	L	М	M
С	С	Α	T	U	V	Α	Е	Ε
U	U	U	T	Α	В	T	Μ	T
T	S	T	В	Е	М	Е	Τ	Ε
U	М	Е	Е	Е	М	Е	W	T
Ν	Χ	M	Н	Α	T	Е	L	D
Е	J	U	Ν	Е	S	Α	М	Ε





My Code

Directions: Find out what the note says. Use the key to write the missing letter on each line. Then reread the letter.

Key:

I = 0 2 = e 3 = i

1 17 0 ____ 2

I have a new j_k__ to tell you. It is about a m___l__ in a h___l__. I heard it from M___k__. He came to my house on his new b___k__. It is very n___c__. He r__d__ almost a m___l__ to get here.

When I get my b___k__, you and I can r___d__ to the park. We can take a h___k__. We can play h___ad__ and seek. We can go down the sl___d__.

I will save my d___m__s to buy ___c__ cream c__n__s. We will have a f__n__ t__m__! Did you l__k__ my n__t__? Please wr__t__ back!

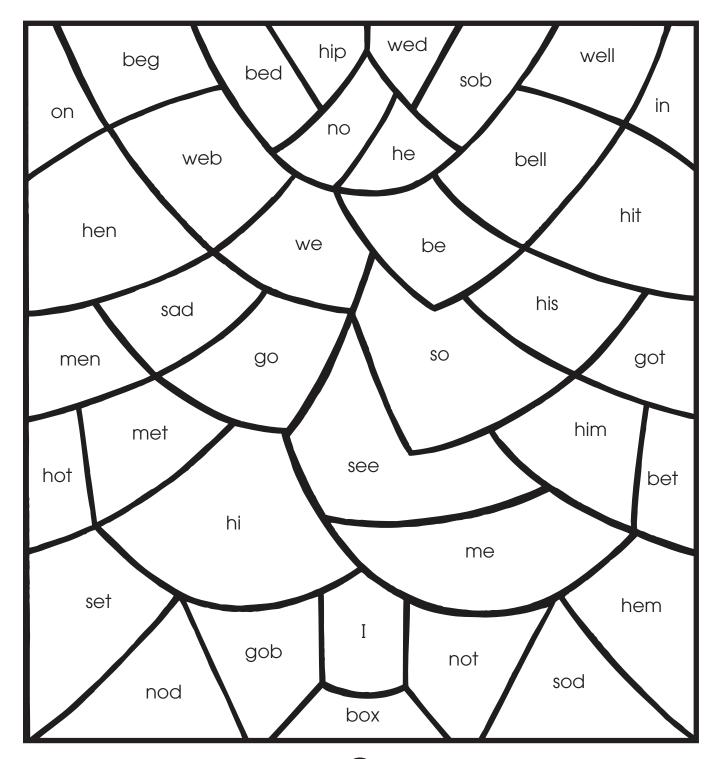
Your pal,

___k___



Up on the Hill

Directions: Read each word. Color the words with long vowels **green**. Color the words with short vowels **yellow**.





A Day Riddle

Directions: Read each sentence. Look in the Word Bank. Write the letters to the answer on each line.

١.	Ιw	ill go	my father.							
2.	She	e will	for her team.							
3.	Не	likes his do	g very							
4.	She	he liked the one								
5.	Ιp	picked one								
6.	We	e fell into th	e							
7.	Ιg	rew more _	an inch.							
8.		are coming over.								
	Warral Barrala									
			W	ord Ban	K					
		they	much	0	ther	than				

Riddle:

If today is Thursday, what is the day after yesterday? To find the answer, write each of the boxed letters above on the lines in order. (Hint: It starts with a capital letter.)

with

	3	M	IA	Y		O.	
S	M	т	W	τ	F	S	
						'	
2	3	4	5	6	7	8	
9	10	W	IZ	13	14	l5	
16	17	18	A	20	21	21	
23 30	24 3	25	26	2	ייונון ג'ייונון		

ditch

this

cheer



Whale of a Word

Directions: Find and circle the hidden words.

Α	S	L	W	Н	Υ	W	Р	Н	Α
W	В	Н	S	Н	W	Н	Α	Τ	Ε
Τ	Н	R	Α	Н	I	Α	K	Ν	Q
S	W	Ε	Q	R	0	L	L	Ν	S
W	Н	Z	R	W	Ε	Ε	Е	J	Н
Н	Е	U	Q	Е	Н	W	L	S	0
I	Ν	Ν	Τ	D	Ν	Ε	F	Н	R
С	S	Н	Α	Р	Ε	G	Е	Ε	Τ
Н	T	S	Н	0	W	K	Z	L	С
S	Н	I	Р	W	Κ	G	Р	L	L



shape	shoe	whale	where
share	short	what	which
shell	show	wheel	while
ship	shut	when	why

Riddle:

What word has the most letters?

To find the answer, write the first ten letters from the puzzle that are not circled on the lines above. Write them in order from left to right, row by row.

consonant digraphs (wh, sh, th, ch)

0

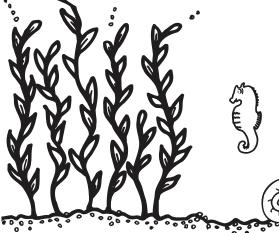
Scrambled!

Directions: Read each clue. Unscramble the word. Write it on the line.

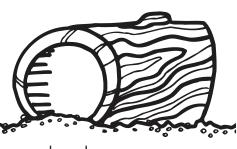
- I. the largest animal on Earth aelwh
- 2. a big boat pihs
- 3. found by the sea llshes 0
- 4. what we do with our food hcwe
- 5. used to steer a car or a boat eewhl
- 6. what you wear on your feet esohs
- 7. this word asks about a time hwne
- 8. this tells what comes next nthe
- 9. this can pay the bills ckche
- 10. found on a bed



eshet







when

sheet

whale

wheel

then

shells



chew

shoes

ship

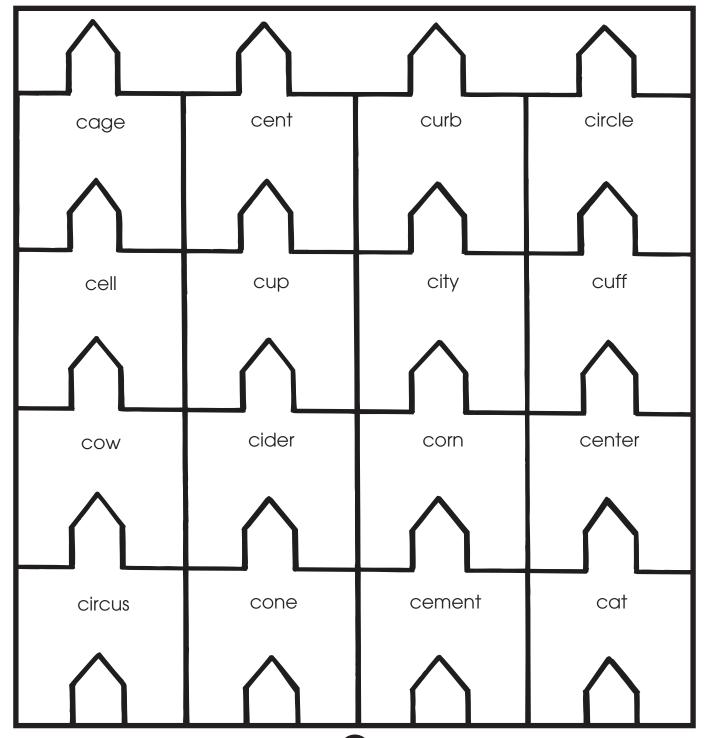
check





Castles

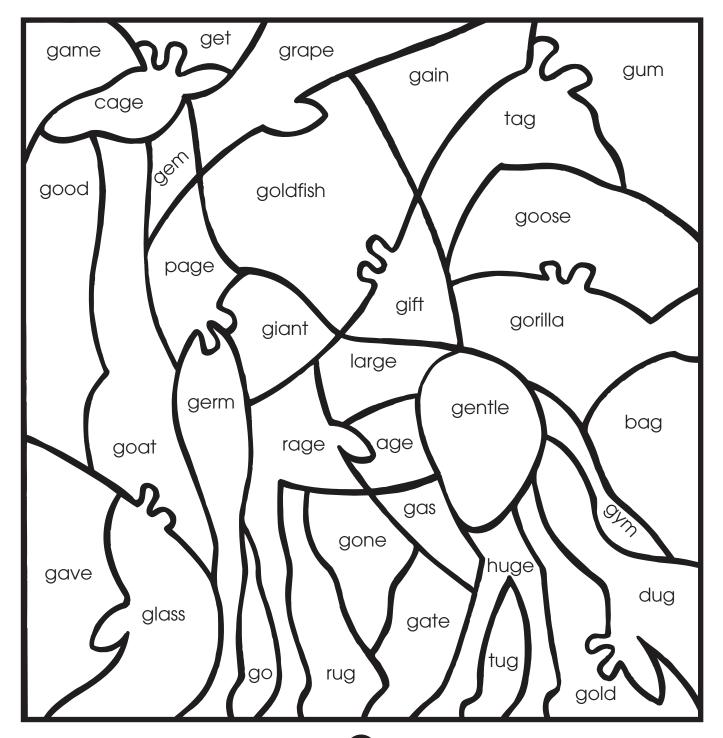
Directions: Color the castle piece **blue** if the word starts with a hard **c** (like **car**). Color the castle **orange** if it starts with a soft **c** (like **city**).





Who Is Hiding in the Trees?

Directions: Color the shape **yellow** if the word starts with a soft **g** (like **page**). Color the shape **brown** if the word starts with a hard **g** (like **go**).





E or I?

Directions: What sound does the letter **y** make in these words? Write each word in the correct column. The first one is done for you.

by	dry	my	сору
very	fly	baby	sky
why	any	shy	only
city	many	story	try

y sounds like I



sky

sky

y sounds like E



baby



Free Time

Directions: Fill in the bubble for the word that makes sense in each sentence.

I.	I like to ride in the	o cat	0 can	o car
2.	I take my bike to the	○ pick	0 park	0 pink
3.	It is not very away.	○ far	O fat	O fall
4.	I like to wear my	O slim	O slippers	0 stern
5.	He likes to play in the	0 yam	○ year	0 yard
6.	Our cat chews on the	○ fun	○ fern	O fast
7.	My dog likes to run and	0 bark	○ book	0 bank
8.	We walked over to house.	○ hen	○ her	○ hem
۹.	Our yard is fun after	○ drink	o ding	0 dark
0.	I make a wish on the first	○ star	○ stay	0 stand
١.	We try to play	0 hat	○ head	0 hard
2.	I keep my bugs in a		○ jet	○ jog
		200/ 4 95	ک دے کی	



Stirring the Soup

Directions: Read the words on the pot. Write the matching word for each picture.

bird





2.



8.



3.





4.



10.



5.



11.





12.









A Sweet Treat

Directions: Look at the picture and read the choices. Write the word that matches each picture on the line.



peak

pike poke peak



pie paw peas

2.



peel pill pale 8.

try true tree

3.



rode ride read ٩.



cheek check chick

4.



said seed sit

10.



peach pitch poach

5.



shop shape sheep

П.



quick quiz queen

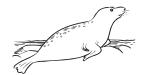
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fit feet fat

12.



sale seal sole



Beetlerella's Bug Ball

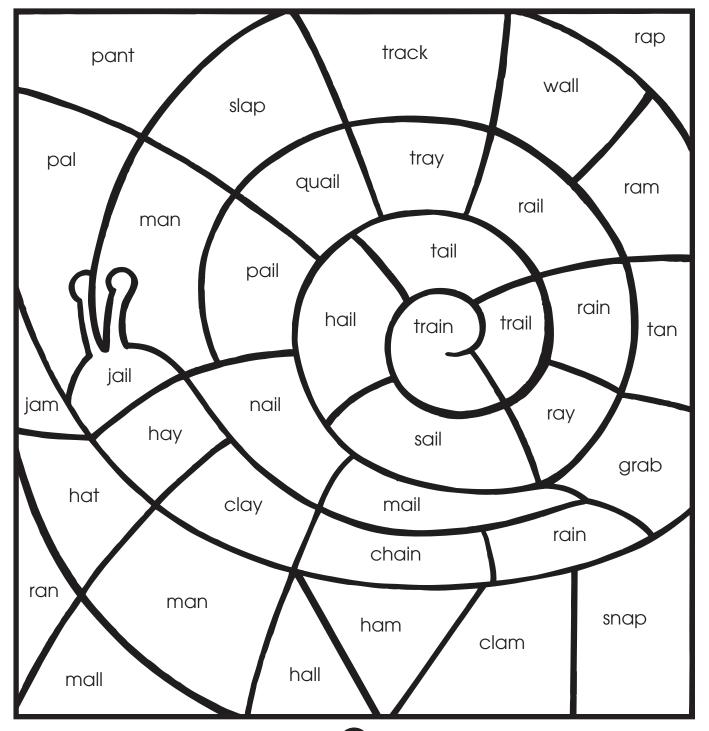
Directions: Read each riddle and the phrases in the box below. Write the answer on the line.

Ι.	What do you call a flock of fireflies	glow show
	What do you call a big black bird o	
3.	What do you call a jacket to wear	on a ship?
4.	What do you call a ski race?	
5.	What took Beetlerella to the Bug Bo	all?
6.	What football game is played underground?	
7.	What do you call it when you heat campfire?	bread over a
8.	What do you call a life jacket?	
9.	What do you call a bullfrog bath?	



Inching Along

Directions: Read each word. Color the space **yellow** if the word has the long **a** sound (like **day**). Color the space **purple** if the word has a short **a** sound (like **apple**).



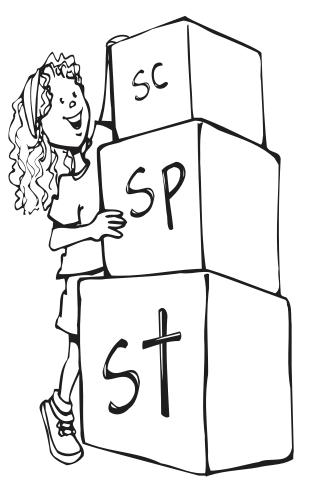


Stack and Spell

Directions: Read each clue. Write **sc**, **st**, or **sp** on the line to complete the word.

 another name for a rock

- 2. points in a game ____ore
- 3. turn around fast ____in
- 4. a tale to tell or read ____ory
- 5. not moving ____ill
- 6. to talk ____eak
- 7. to make someone afraid are
- 8. a place or stain ____ot
- 9. something found in the sky ____ar
- 10. to name letters in a word ell
- II. a fish has many ____ales
- 12. New York is one ____ate



Fish School

Directions: Read each riddle and the shells below. Write the answer to the riddle on the line.

- What do you call a very dark bag? _____
- 2. What's another name for telling on each other?
- 3. What do you call a flower shop? _____
- 4. What do you call the father of a good student?
- 5. What do you call baby bear pals?



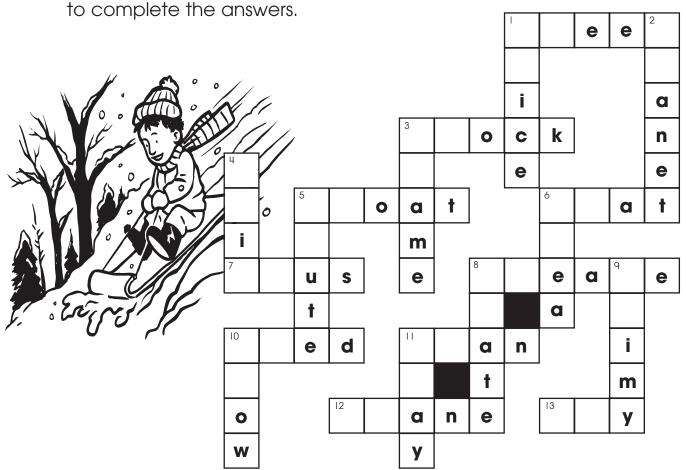
- 6. What do you call a stone sun dial?
- 7. Where do fish learn? _____
- 8. What do you call a knee slap?
- 9. What do you a cat that's running fast?





A Slippery Puzzle

Directions: Read each clue. Write fl, pl, or sl in the puzzle



Across

- I. We do this at night.
- 3. A group of birds.
- 5. A boat can do this.
- 6. It has no bumps.
- 7. You say this when you add.
- 8. Say this when you ask.
- 10. It slides down a snowy hill.
- 11. Do this before a trip.
- 12. It takes us into the sky.
- 13. A plane can do this.

Down

- I. A piece of bread
- 2. Earth is one and so is Mars.
- 3. Part of a fire.
- 4. Fall down.
- 5. Blow on this to play a tune.
- 6. This bug is in a very small circus.
- 8. This is another name for a dish.
- 9. A slug feels like this.
- 10. Not fast.
- 11. Have fun or make music.

Crab Walk

Directions: Use one of the blends on the crabs to finish

each word.









_aw



7. _ ess



2. ain



8. ____ush



3. own



9. _ip



4. ____um



10. _ame



5. _og



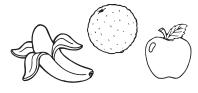
OW



___ead



12. ____uit



Train Tracks

Directions: Write the missing word on the line.

track tree train try

- I. My dad and I have a model _____.
- 2. He has more than just trains and a _____
- 3. Last night he made a toy pine _____.
- 4. Now he wants me to _____ to make one.

trade press proud price

- 5. I learned how to _____ the parts together.
- 6. I would not sell that house for any _____.
- 7. I am very _____ of our hard work.
- 8. My friend wants to _____ a tunnel for it.

grass green grow grin

- 9. I just _____ and shake my head.
- 10. I put some _____ on our hills last night.
- II. It is _____ and looks real.
- 12. I wish it would ______ by itself.



One Knight's Knots

Directions: Write **kn** or **wr** in each space to complete the word. Then write the word on the line.



١.	Our ball team is called the <u>kn</u> ights.	<u>knights</u>
2.	Jack, our star player, hurt hisee.	
3.	He scraped hisuckle too.	
4.	He had a big purpleot on his head.	
5.	Worst of all, he broke hisist.	
6.	We saw our coacheel down beside him.	
7.	The coach had toap up his wrist.	
8.	Now Jack has toite with his other hand.	
۹.	His doctorote a note to our coach.	
0.	Everyoneows he is our best player.	
Η.	He canock the ball out of the park.	
2.	Plavina without him just feels ona.	



Spring Flowers



three-letter blends (str, spr, spl)

Directions: Write **str**, **spr**, or **spl** on each line in the first column to make the word match the clue. Then write the whole word.



Word Part	Clues	Answer	
1. <u>spl</u> ash	when you hit the water	splash	
2ay	to squirt		
3ap	holds things in place		
4ange	odd or not known		
5inter	a bit of wood in your finger		
6aw	use this to sip		
7ing	it comes after winter		
8eet	a city road		
9it	to crack or break		
10out	start to grow		
11ing	use this to tie things		
12ong	not weak		







A Trip to the Bank

Directions: Write **nk**, **nt**, or **st** on the line to finish each sentence.

. I we	_ to the bank last Friday.
--------	----------------------------



- 2. I keep some money in the ba_____.
- 3. I had to hu_____ for my bank book.



- 4. I was afraid it was lo_____.
- 5. I had to pri____ my name.



- 6. It's hard to write in i_____.
- 7. I know mo_____ of the tellers.
- 8. My grandmother se_____ me a check.



- 9. I used mo_____ of the money to buy a game.
- 10. It co_____ seven dollars and twenty cents.



- II. I saved the re____ of the money.
- 12. I put it in the ba_____.





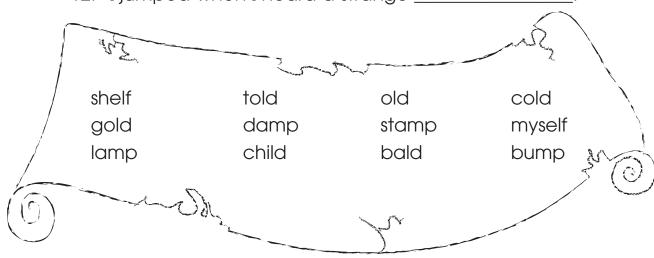




The Old Tower

Directions: Read each sentence and the words in the bank. Write a word on the line to finish each sentence.

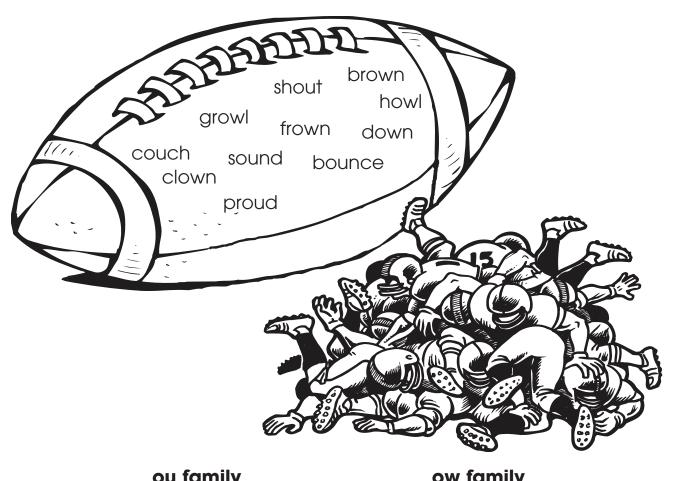
- I. I went with my dad to an _____ bell tower.
- 2. A _____ man met us at the door.
- 3. He had a in one hand.
- 4. It was warm outside but _____ inside.
- 5. It was _____ and moldy in the tower.
- 6. I am glad I wasn't by _____.
- 7. We saw a _____ on the wall.
- 8. It held a letter in a _____ frame.
- 9. There was a _____ on the letter.
- 10. The man _____ us about the letter.
- 11. It was written by a _____.
- 12. I jumped when I heard a strange _____





Down for the Count

Directions: Write each word in the correct family.



ou failing	Ow laining
-	
-	



Ship Ahoy!

Directions: Read each sentence and the words under water. Write the word that makes sense in the sentence.

1.	She found a shiny playground.		on the	
2.	He was the only		_ at the table.	
3.	I cleared mysing.	k	oefore I started to	
4.	We had a dinner.	of p	oizza or soup for	
5.	Grandma bought m birthday.	e a	for my	
6.	She put the	in	the flower pot fin	rst.
7.	He wrapped the res	t of his meal i	n	
8.	I heard a loud room.		coming from he	er
9.	He jumped for race.		when he won th	ne
10.	The	of the per	ncil was really sho	arp.
П.	Would you like to		our group?	
12.	I waited for the wate	er to		
fc	oil choice	coin	noise	The state of the s
SC	oil toy	join	joy	

boil

point

boy

voice



A Good Book

Directions: Read each sentence. Circle each word that has the letter pair **oo**. Then write the circled words on the correct page in the book below.

- I. Look up at the sky.
- 2. We eat lunch at noon.
- 3. I saw the full moon.
- 4. She chopped all the wood.
- 5. They have a messy room.
- 6. I hurt my foot when I fell.

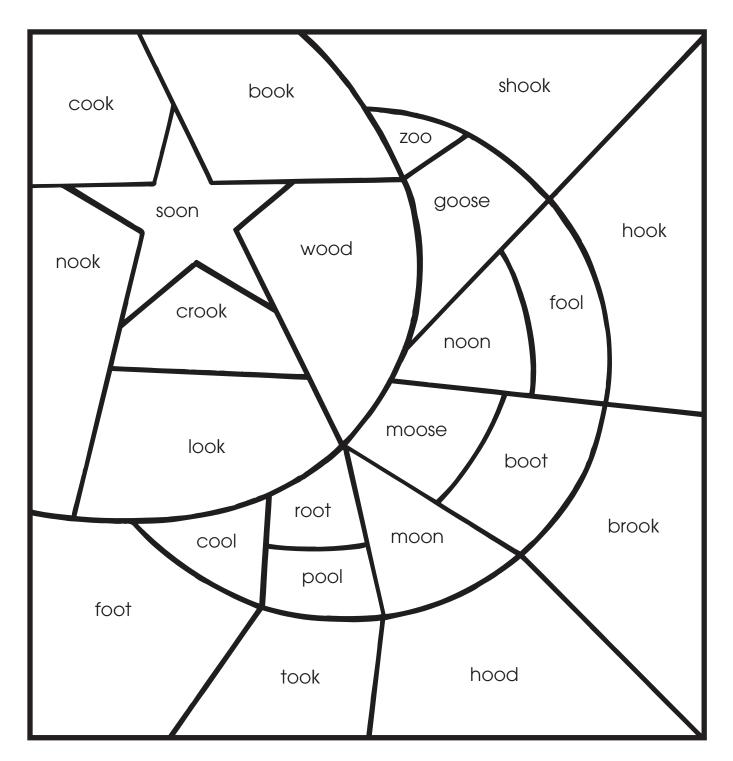
- 7. He took his time walking home.
- 8. Please put up your hood.
- 9. We're going to the zoo today.
- 10. The goose was in the pond.
- 11. That is a great book.
- 12. You have a new tooth.

Sounds like took	Sounds like moon



Shining at Night

Directions: Say each word. Color the piece **blue** if it sounds like **book**. Color it **yellow** if it sounds like **broom**.





Blast Off!

Directions: Read each word. Color the piece **red** if the word has a long **i** sound (like **night**). Color the space **blue** if the word has short **i** sound (like **dip**).

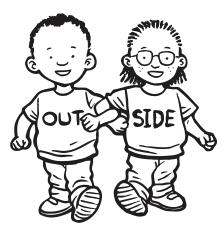




Compound Words

Directions: Draw a line from a word in the first column to a word in the second column to make a compound word. Write the new word on the line.

١.	bath,	noon	bathtub
2.	air	stairs	
3.	Ĭ	` tub	
4.	down	light	
5.	base	berry	
6.	blue	father	
7.	butter	plane	
8.	day	one	
۹.	any	ball	
10.	grand	house	
П.	home	work	
12.	light	fly	

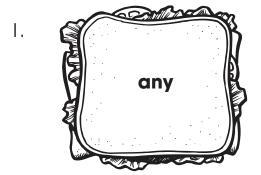


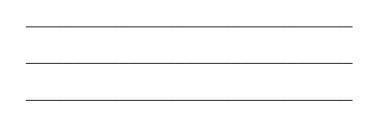


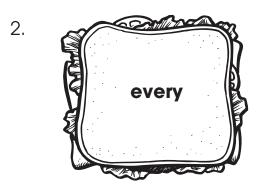
Everything, Except Onions

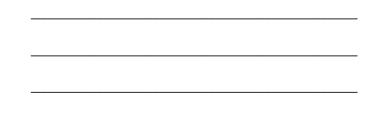
Directions: Make a compound word using the words in the sandwiches and the words in the box. Write the compound words on the lines.

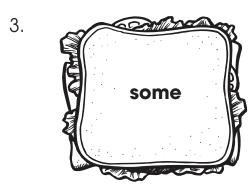
l				
l	body	where	one	thing
l				













Play Ball!

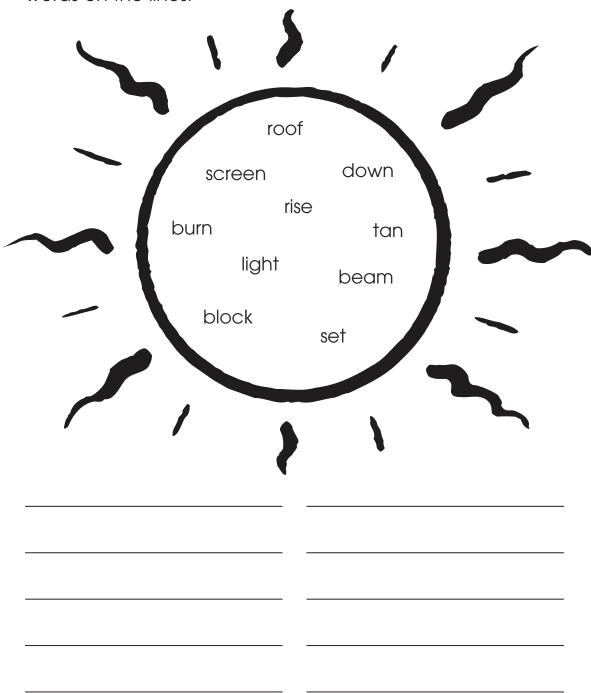
Directions: Combine each base word with **ball** to make a compound word. Write the new word on the line.

Bas	e Word	+	ball	
1.	basket			
2.	base		and the same of th	
3.	foot			
4.	kick			
5.	fast			
6.	hand			
7.	snow			
8.	meat			
۹.	soft	Tooon of the second		
10.	volley			



Rays of Sunshine

Directions: Make compound words by adding **sun** to beginning of each word below. Write the compound words on the lines.





Compound Critters

Directions: Combine each word with the one on the picture. Write the new compound word on the line.

I. gold





4. lion

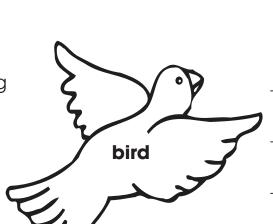


6. humming



8. black

9. mocking



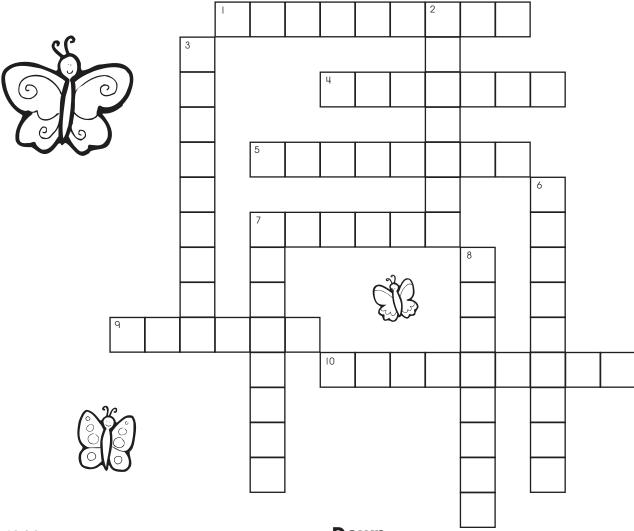
fish

Can you think of any more compound words that end with fish or bird?



Compound Words Puzzle

Directions: Read the clues. Write the compound words in the puzzle.



Across

- I. a flake of snow
- 4. a place to sleep
- 5. a cone with pine seeds inside
- 7. a wild cat
- 9. when the sun goes down
- 10. a bug with pretty wings

Down

- 2. where planes land
- 3. time after morning
- 6. a sea animal that looks like jelly
- 7. a game with three bases and a home plate
- 8. reading or writing to do at home



Breaking It Down

Clap It Out

Say a word with two or more syllables. The word "syllable" is a good starting word. Invite the class to repeat after you. Say the word one syllable at a time and clap once for each. Have the students repeat. Say it at normal speed, keeping the claps and have students repeat. Good sources for words include stories that you are reading aloud to the class, science and social studies projects, and special school events.

Two Fingers, Three Fingers, Four

Say a word. Encourage students to raise their hands and indicate the number of syllables with their fingers. Include familiar words with two, three, and four syllables. Start with things in the classroom such as cupboard, table, computer, and window. Move out to include such words as neighborhood, automobile, and telephone.

Read Alouds

Second graders enjoy listening to stories that are beyond their reading ability. Try E. B. White's classics *Charlotte's Web* and *Stuart Little*, Beverly Cleary's hilarious stories about Henry Huggins and his irrepressible little friend Ramona, and Louis Sachar's *Sideways Stories of Wayside School*. Select polysyllabic words from these readings to expand students' vocabulary.

Two-Syllable Stand-Up

Read a mixed list of one-, two-, and three-syllable words. Challenge students to stand when they hear a two-syllable word and sit down when they hear a word with any other number of syllables. This may also be played as three-syllable stand-up.

Chant the Syl-la, Syl-la, Syl-lables

Say a three-syllable word, such as acrobat. Invite students to make it into a chant by repeating the first two syllables twice, then adding the third. Acrobat would become: "ac-ro, ac-ro, ac-ro, bat." Add a refrain, such as "That is what we say." You may make this into a memory game by having the students repeat all of the words you have given them in a session. After they learn the game, they may offer three-syllable words of their own.

Ig-Pay Atin-Lay

Remember Pig Latin? It actually helped generations of kids learn to hear and manipulate syllables. If you're rusty, here are the rules. Take the first letter off of any word. Put it at the end and add

long /a/ to form a new syllable. "Pig" becomes "ig-pay." Once children start this, they won't need much encouragement.





Feel the Beat

Directions: Write the number of syllables you hear in each word.

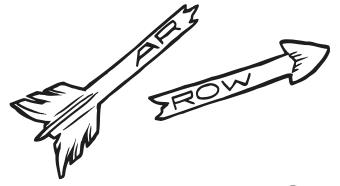
I.	7. ladder
2. toothpaste	8. pinecone
tunnel	9. chalkboard
4. umbrella	butterfly
5. strawberry	baseball
6. train	basketball



Dividing Syllables

Directions: Circle the double consonants in each word. Then circle the choice that is divided correctly.

Ι.	cotton	co/tton	cott/on	cot/ton
2.	supper	sup/per	su/pper	supp/er
3.	arrow	arr/ow	ar/row	a/rrow
4.	allow	a/llow	all/ow	al/low
5.	common	co/mmon	com/mon	comm/on
6.	hammer	ham/mer	ha/mmer	hamm/er
7.	ladder	ladd/er	lad/der	la/dder
8.	arrive	a/rrive	arr/ive	ar/rive
٩.	tunnel	tun/nel	tunn/el	tu/nnel
10.	narrow	na/rrow	nar/row	narr/ow
11.	valley	vall/ey	va/lley	val/ley
12.	willow	will/ow	wil/low	wi/llow







Chipmunk's Challenge

Directions: Say and clap each word. The syllables break between the consonants. Fill in the bubble of the word divided correctly.

Exai	mple: chipmunk	○ chi/pmunk	○ chipm/unk	chip/munk
۱.	almond	0 a/lmond	○ al/mond	○ alm/ond
2.	cartoon	O cart/oon	○ ca/rtoon	o car/toon
3.	chimney	○ chi/mney	○ chim/ney	O chimn/ey
4.	thirteen	O thir/teen	○ thi/rteen	O thirt/een
5.	market	○ mar/ket	○ ma/rket	0 mark/et
6.	garden	O gard/en	○ ga/rden	0 gar/den
7.	number	0 num/ber	○ nu/mber	0 numb/er
8.	circus	O circ/us	○ ci/rcus	O cir/cus
٩.	monkey	○ mo/nkey	○ mon/key	○ monk/ey
10.	umpire	○ um/pire	○ u/mpire	○ ump/ire
11.	welcome	○ we/lcome	○ wel/come	O welc/ome
12.	window	○ wi/ndow	○ wind/ow	O win/dow





Taking a Walk

Directions: Write the **s**, **ed**, and **ing** forms of each word. The first one is done for you.

Exar	mple: walk _	walks	walked	walking
١.	talk _			
2.	wait _			
3.	play _			
4.	laugh _			
5.	whisper _			
6.	work _			
7.	turn _			
8.	print _			
۹.	open _			
10.	clean _			
П.	stay _			
12.	wonder _			





Wolfs or Wolves?



Rules:

When a word ends with *y*, the *y* changes to *i* before the ending is added.

When a word ends with one f, change the f to a **v** before adding the ending.

When a word ends with x, v, ch, or sh, add an e before adding an s.

Directions: Read each sentence. Write the correct plural on the line.

١.	I packed both	·	lunchs	lunches
2.	The are dir	ty.	dishs	dishes
3.	He carried the three	·	boxes	boxs
4.	I like to visit big		citys	cities
5.	I have ten	in my pocket.	pennies	pennys
6.	He made three	·	wishs	wishes
7.	We sat on the park	·	benches	benchs
8.	I have two	of bread.	loaves	loafs
9.	We picked a basket of _	·	berries	berrys
0.	He raked the	·	leaves	leafs
١.	I heard the	howling.	wolfs	wolves



Adding Endings

A suffix is a syllable that is added to the end of a word. It adds to the word's meaning or changes the meaning in some way.

The suffix **-ful** means full of.

The suffix **-less** means without.

The suffix **-er** means *more*.

The suffix **-est** means the *most*.



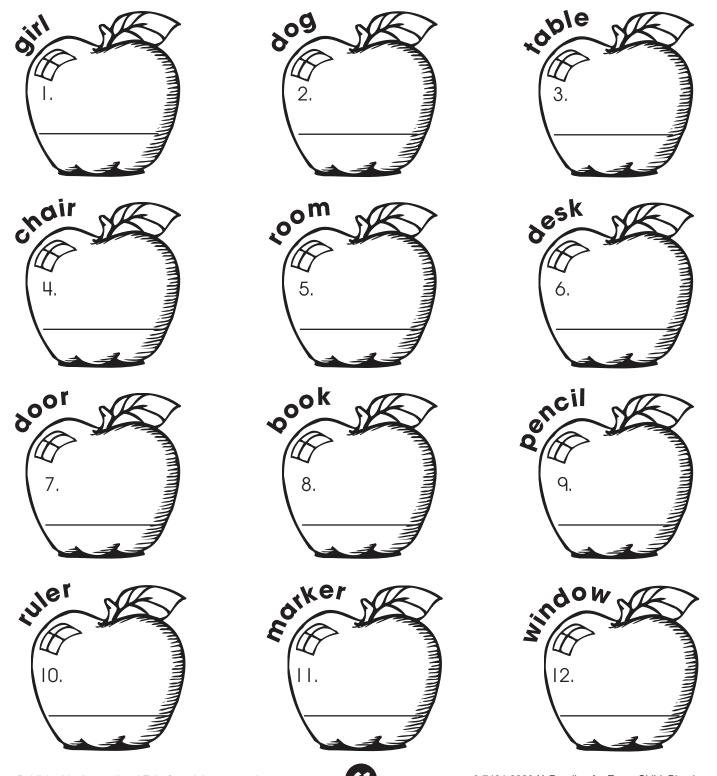
Directions: Add a suffix to each word to make it match the clue.

	Base Word	Clue	New Word
1.	clear	more clear	clearer
2.	kind	the most kind	
3.	color	without color	
4.	hope	full of hope	
5.	power	full of power	
6.	small	more small	
7.	care	without care	
8.	neat	the most neat	
9.	quick	more quick	
10.	wonder	full of wonder	



A Bushel of Apples

Directions: Write the plural form of each word.





One Sheep, Two Sheep

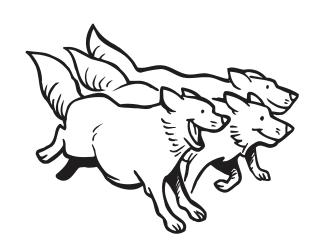
Directions: Draw a line to match each word to its plural.

Ι.	leaf	children

2. wolf knives

3. child leaves

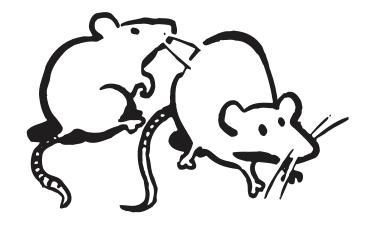
4. knife wolves





- 5. woman sheep
- 6. deer deer
- 7. man men
- 8. sheep women

- 9. mouse feet
- 10. foot mice
- II. goose teeth
- 12. tooth geese





The Dog's Bone

Directions: Draw a line to match each possessive to its meaning.



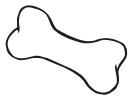
- I. boy's
- 2. girl's
- 3. dog's
- 4. cat's
- 5. pig's
- 6. bird's
- 7. frog's
- 8. cow's
- 9. knight's
- 10. friend's
- 11. mouse's
- 12. duck's

belongs to a cat

belongs to a boy

belongs to a girl

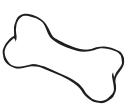
belongs to a dog



- belongs to a frog
- belongs to a cow
- belongs to a pig
- belongs to a bird



- belongs to a mouse
- belongs to a duck
- belongs to a friend
- belongs to a knight





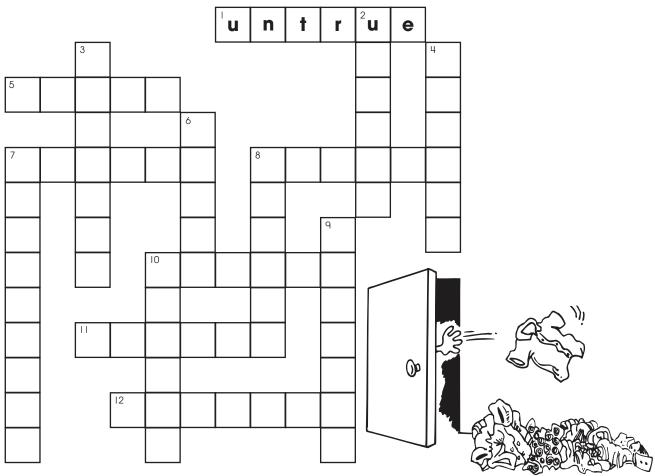






Untidy Room

Directions: Read each clue. Write the answer in the crossword puzzle. Remember: *re* means **again** and *un* means **not**.



Across

- I. not true
- 5. make new again
- 7. not able
- 8. live again
- 10. not made
- 11. take again
- 12. paint again

Down

- 2. not paid
- 3. not happy
- 4. heat again
- 6. run or show again
- 7. not colored
- 8. make again
- 9. write again
- 10. not tied

You're a Winner!

Directions: Write the word that belongs on each line.



- I. They <u>aren't</u> home yet.
- 2. That _____ my dog.
- 3. I _____ seen him.
- 4. He _____ done his work.
- 5. She _____ there.
- 6. I _____ eat that candy.





- 7. They _____ happy.
- 8. They _____ do it again.
- 9. He _____ like apples.
- 10. He ______ tell me the secret.
- II. She _____ done anything.
- 12. We _____ coming.





I'll Call You Later

Directions: Complete each sentence. Use a word from the box.



That's She'll	They'll She's
I be late.	9 the first one in line.
2 not true.	10 give you a ride home.
There's He'll	
	We'll It's
3 only one left.	
4 give it to you.	II your turn.
	12 play after school.
He's I'll	
	Here's They'll
5 up first.	
6 meet you there.	13 your book.
<u></u> e., 7 e.ae.	14 come over
	tomorrow.
We'll He's	
7 the only one here.	What's I'll
8 do the work for you.	15 call you later.
	16 that movie about?



Two Peas in a Pod

Directions: Complete each sentence. Use a word from the box.

two	I. There were deer in the yard.
too	2. I saw them
too	3. We went the mall.
to	4. He is little to go with you.
know	5. My mom said
no	6. I how to ride a bike.
knew	7. I have a bike.
new	8. I I would like it.
two	9. The number comes after one.
to	10. I want come with you.
know	II. There are boys here.
no	12. I those two boys.
knew	13. That is a book.
new	14. II could read it.



Dear Deer

Directions: Complete each sentence. Write a word from the box.

deer

dear

- I. The _____ ate grass.
- 2. She is a _____ friend.



4. Chicken is my favorite ______.

meat meet

beat

beet

- 5. His face was as red as a _____.
- 6. He likes to _____ the drum.
- 7. I saw three _____ in the woods.
- 8. Grandma is _____ to me.

dear deer

meat

meet

- 9. I like to _____ new people.
- 10. You have to cook _____.
- II. I will _____ him at checkers.
- 12. My mom boiled the _____.

beet

beat

meet meat

- 13. We had _____ for supper.
- 14. He wanted to _____ me.

Missing Marks

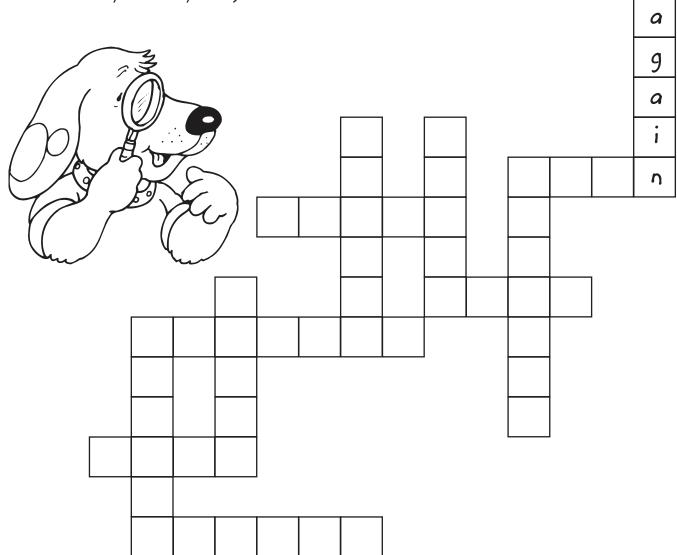
Directions: In each sentence, there is one misspelled word and a missing punctuation mark. Cross out the misspelled word and write the correct word above it. Write the punctuation mark in the box (.?!).

1.	know Do you no where it is ?
2.	I know how two do that
3.	The big bare is coming
4.	Who is hear today
5.	We one the game
6.	Bee nice to your sister
7.	What rode do you live on
8.	The table is made out of would
9.	My little brother is won year old
10.	He road the horse down the street
11.	Are we going the write way
12.	Get away from the be



Fill-It-In Puzzle

Directions: Count the boxes for each word. Look in that letter list for a word that might fit. Write the word in the puzzle. (Hint: Start with the word already written in and work your way left.)



4-letter words	5-letter words	6-letter words	7-letter words
been	again	always	another
read	could	please	because
said	their	school	
	where		

sight words and abc order

Morning ABCs

Directions: Color the circle in front of the word that comes first in abc order.

- I. Obeen
 - always
 - O color
- 2. Oother
 - O been
 - O some
- 3. Ohave
 - know
 - O never
- 4. O its
 - O color
 - O good
- 5. Oread
 - O some
 - O under
- 6. O morning
 - O know
 - O other

- 7. O people
 - O read
 - O have
- 8. O some
 - O found
 - O never
- 9. Ounder
 - morning
 - O would
- 10. Otheir
 - O some
 - O would
- II. Obeen
 - O good
 - O some
- 12. Onever
 - O morning
 - know





Eight on My Plate

Directions: Look at the first word. Color in the circle for the word that rhymes with it .

1.	white	O wit	○ mitt	bright
2.	high	○ fry	O hit	O way
3.	knight	○ kite	○ knit	○ knot
4.	try	○ free	○ may	0 thigh
5.	light	O bite	O treat	0 bet
6.	could	○ bud	○ pod	\circ wood
7.	bead	○ said	○ red	○ need
8.	some	○ roam	○ gum	○ home
۹.	should	○ bold	○ good	0 bald
10.	know	○ go	○ cow	○ law
П.	quite	○ kit	○ right	o cute
12.	nail	○ sigh	\circ so	0 pale
13.	write	○ wet	○ night	0 wait
14.	date	○ eight	0 that	○ feet





Friends to the End

Directions: Read the words in the box below. Then read the words that follow. Write a **synonym** (means the same) from the list for each word.

small	sleep	fast	shout
stack	land	speak	raise



 1. ground
 Image: Solution of the content of the co

Directions: Read the words in the box below. Then read the words that follow. Write an **antonym** (opposite) from the list for each word.



cry	show	found	near
more	after	night	last

 9. before
 after
 13. laugh

 10. lost
 14. hide

 11. first
 15. fewer

 12. far
 16. day



The Floating Hand

Directions: Read each question. Look at the book. Write the answer on the line.

- I. What is the title of this book? _____
- 2. Who is the author? _____
- 3. What does an author do?
- 4. Who is the illustrator?
- 5. What does an illustrator do? _____
- 6. Is this a fiction or nonfiction book? _____





- 7. How many chapters are in this book? _____
- 8. What is the title of the second chapter? _____
- 9. On what page does "Lost and Found" start? _____
- 10. Would you want to read this book? Why? _____



Cultivating a Love of Reading

Great Book Series for Students

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Marshall

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Cloudy with a Chance of Meatballs by Judi Barrett

Diary of a Worm by Doreen Cronin

Dog Breath! The Horrible Trouble With Hally Tosis by Dav Pilkey

Double Trouble in Walla Walla by Andrew Clements

Falling Up by Shel Silverstein
Grandpa's Teeth by Rod Clement
Hooway for Wodney Wat by Helen Lester
I Know an Old Lady Who Swallowed a Pie
by Alison Jackson

I'm Not Feeling Well Today by Shirley Neitzel
If Only I Had a Green Nose by Max Lucado
I'm a Manatee by John Lithgow
Judy Moody by Megan McDonald
Madeline by Ludwig Bemelmans
Magic Tree House series by Mary Pope
Osborne

Miss Nelson Is Missing by Harry Allard
Paper Bag Princess by Michael Martchenko
Pickles to Pittsburg by Judi Barrett
Stellaluna by Janell Cannon
The Ant Bully by John Nickle
The Boxcar Children series by Gertrude

The Incredible Shrinking Teacher by Lisa Passen

The Recess Queen by Alexis O' Neill The Secret Garden by Frances Burnett There Was an Old Lady Who Swallowed a Fly by Simms Taback

Tuesday by David Wiesner Verdi by Janell Cannon

Chandler Warner

Walter, the Farting Dog by William Kotzwinkle

What Are YOU So Grumpy About? by Tom Lichtenheld

Where the Sidewalk Ends by Shel Silverstein



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's Web site (www.reading.org).

- A Poem a Day by Helen H. Moore
- Alternatives to Worksheets by Karen Bauer and Rosa Drew
- Creative Writing for Primary Grades by Scotty W. Price
- Easy Lessons for Teaching Word Families by Judy Lynch
- Getting Ready to Teach Second Grade by Kimberly Seto
- If You're Trying to Teach Kids How to Write ... You've Gotta Have This Book by Marjorie Frank
- Making More Words by Patricia M. Cunningham and Dorothy P. Hall
- Making Words by Patricia M. Cunningham and Dorothy P. Hall
- More Alternatives to Worksheets by Catherine Hiatt, Doug Wolven, Gwen Botka, and Jennifer Richmond
- Teacher's Guide to Reading and Language Skills by Donna M. Miller
- The Super Book of Phonics Poems by Linda B. Ross
- "Best Practice"? Insights on Literacy
 Instruction from an Elementary Classroom
 by Margaret Taylor Stewart
- Beyond Storybooks: Young Children and the Shared Book Experience by Judith Pollard Slaughter

- Book Talk and Beyond: Children and Teachers Respond to Literature edited by Nancy L. Roser and Miriam G. Martinez
- Celebrating Children's Choices: 25 Years of Children's Favorite Books by Arden DeVries Post, Marilyn Scott, Michelle Theberge
- Developing Reading-Writing Connections: Strategies from the Reading Teacher edited by Timothy V. Rasinski et al.
- 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 Reading to, with, and by Children by Margaret E. Mooney
- Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction edited by Patricia G. Smith
- Worm Painting and 44 More Hands-On Language Arts Activities for the Primary Grades by E. Jo Ann Belk and Richard A. Thompson

Skill	s Assessmentpage 6	Here's the Cluepage 12	My Codepage 21
	str	I. hat 7. hug	Hi Joe,
	ch	2. hand 8. hill	I hope you can read this note. I
3.		3. kite 9. ham	wrote it in code. I will call you on
4.	br	4. well 10. wave	the phone later.
5.	sp	5. wall 11. kick	I have a new joke to tell you. It is
	nk	6. kid 12. home	about a mole in a hole. I heard it
7.			from Mike. He came to my
8.		What Was the Queen	house on his new bike. It is very
	bowl	Doing?page 13	nice. He rode almost a mile to
	paw	The queen was "eating bread	get here.
	light	and honey." This rhyme is from	When I get my bike, you and I
	COW	"Sing a Song of Sixpence."	can ride to the park. We can
	bread	Our Earthpage 14	take a hike. We can play hide
14.	book	I. † 7. †	and seek. We can go down the
15.	sunset	2. d 8. n	slide.
16.	fireworks	3. † 9. †	I will save my dimes to buy ice
17.	pinecone	4. d 10. †	cream cones. We will have a
18.	lighthouse	5. † II. n	fine time! Did you like my note?
19.	doorway	6. d 12. †	Please write back!
20.	unhappy	Rhyming Riddlespage 15	Your pal,
	It's	I. less mess	Ike
	coming	2. hiss kiss	A Day Riddlepage 23
	children	3. deep heap	I. with 5. this
	won't	4. lip zip	2. cheer 6. ditch
	books	5. bug mug	3. much 7. than
26.	boxes	6. pig wig	4. other 8. they
Ride	the Railspage 9	7. hop mop	,
	mo kane miimpage .		Riddle: Thursday
1.		8. pup cup	•
	nut 6. rope		Whale of a Wordpage 24
1. 2.	nut 6. rope rat 7. mop mug 8. nine	8. pup cup	Whale of a Wordpage 24 Riddle: alphabet
1. 2.	nut 6. rope rat 7. mop mug 8. nine tape 9. rug	8. pup cup9. glass class	Whale of a Wordpage 24 Riddle: alphabet Scrambled!page 25
1. 2. 3.	nut 6. rope rat 7. mop mug 8. nine	8. pup cup 9. glass class What's Missing?page 17	Whale of a Wordpage 24 Riddle: alphabet Scrambled!page 25 I. whale 6. shoes
1. 2. 3. 4. 5.	nut 6. rope rat 7. mop mug 8. nine tape 9. rug nose 10. top	8. pup cup 9. glass class What's Missing?page 17 1. e 7. a	Whale of a Wordpage 24 Riddle: alphabet Scrambled!page 25 1. whale 6. shoes 2. ship 7. when
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Free Timepage 29	A Slippery Puzzlepage 36	A Trip to the Bankpage 41
I. car 7. bark	Across Down	1. nt 7. st
2. park 8. her	I. sleep I. slice	2. nk 8. nt
3. far 9. dark	3. flock 2. planet	3. nt 9. st
4. slippers 10. star	5. float 3. flame	4. st 10. st
5. yard II. hard	6. flat 4. slip	5. nt II. st
6. fern 12. jar	7. plus 5. flute	6. nk 12. nk
,	8. please 6. flea	
Stirring the Souppage 30	10. sled 8. plate	The Old Towerpage 42
I. bird 7. horn	·	I. old
2. corn 8. nurse	· · · · · · · · · · · · · · · · · · ·	2. bald
3. curl 9. shirt	12. plane 10. slow	3. lamp
4. fork 10. storm	13. fly 11. play	4. cold (or damp)
5. fur II. thorn	Crab Walkpage 37	5. damp (or cold)
6. skirt 12. cord	1. dr 7. dr	6. myself
A Sweet Treatpage 31	2. br 8. br	7. shelf
_	3. cr 9. dr	8. gold
I. peak 7. peas	4. dr 10. fr	9. stamp
2. peel 8. tree	5. fr II. cr	IO. told
3. read 9. cheek	6. br 12. fr	II. child
4. seed 10. peach		12. bump
5. sheep II. queen	Train Trackspage 38	·
6. feet 12. seal	1. train 7. proud	Down for the
Beetlerella's Bug	2. track 8. trade	Countpage 43
Ballpage 35	3. tree 9. grin	ou family: ow family:
I. glow show	4. try 10. grass	couch brown
2. low crow	5. press II. green	proud frown
3. boat coat	6. price 12. grow	bounce howl
4. snow show	One Night's Knotspage 39	house down
5. roach coach	I. Kn, Knights	shout clown
6. Mole Bowl	2. kn, knee	pound growl
7. toast roast	3. kn, knuckle	Ship Ahoy!page 44
8. float coat		I. coin 7. foil
9. croak soak		
4. Cloak soak	5. wr, wrist	2. boy 8. noise
Stack and Spellpage 34	6. kn, kneel	3. voice 9. joy
1. st 7. sc	7. wr, wrap	4. choice 10. point
2. sc 8. sp	8. wr, write	5. toy II. join
3. sp 9. st	9. wr, wrote	6. soil 12. boil
4. st 10. sp	10. kn, knows	A Good Book45
5. st II. sc	II. kn, knock	I. look 7. took
6. sp 12. st	12. wr, wrong	2. noon 8. hood
	Spring Flowerspage 40	3. moon 9. zoo
Fish Schoolpage 35	I. spl, splash	4. wood 10. goose
I. black sack	2. spr, spray	5. room II. book
2. blame game	3. str, strap	6. foot 12. tooth
3. bloom room	4. str, strange	
4. glad dad	5. spl, splinter	Under took: Under moon:
5. cub club	6. str, straw	look noon
6. rock clock		wood moon
7. bass class		foot room
8. lap clap		took zoo
9. purr blur	9. spl, split	hood goose
	10. spr, sprout	book tooth
	11. str. string	

12. str, strong



Compound Wordspage 48

- I. bathtub
- 2. airplane
- 3. afternoon
- 4. downstairs
- 5. baseball
- 6. blueberry
- 7. butterfly
- 8. daylight
- 9. anyone
- 10. grandfather
- 11. homework
- 12. lighthouse

Everything, Except Onionspage 49

- I. anybody, anywhere, anyone, anything
- 2. everybody, everywhere, everyone, everything
- 3. somebody, somewhere, someone, something

Play Ball!....page 50

- basketball
- 2. baseball
- 3. football
- 4. kickball
- 5. fastball
- 6. handball
- 7. snowball
- 8. meatball
- 9. softball
- 10. volleyball

Rays of Sunshinepage 51

sunrise

sunset

suntan

sundown

sunburn

sunroof

sunlight

sunbeam

sunscreen

sunblock

Compound Critters...page 52

- I. goldfish
- 2. starfish
- 3. jellyfish
- 4. lionfish
- 5. blowfish
- 6. hummingbird
- 7. bluebird
- 8. blackbird
- 9. mockingbird

Compound Words

Puzzle.....page 53

Across

Down

- I. snowflake 2. airport
- 4. bedroom
- 3. afternoon
- 5. pinecone
- 6. jellyfish
- 7. bobcat
- 7. baseball 10. homework
- 9. sunset 10. butterfly

Feel the Beatpage 55

7. 2

8. 2

9. 2

10. 3

11. 2

- 1. 1 2. 2
- 3. 2
- 4. 3
- 5. 3
- 6.
 - 12. 3

Dividing Syllables....page 56

- I. cot/ton
- 2. sup/per
- 3. ar/row
- 4. al/low
- 5. com/mon
- 6. ham/mer
- 7. lad/der 8. ar/rive
- 9. tun/nel 10. nar/row
- 11. val/lev
- 12. wil/low

Chipmunk's

Challengepage 57

- I. al/mond
- 2. car/toon
- chim/nev
- thir/teen
- 8. mar/ket
- 9. aar/den
- 10. num/ber
- 11. cir/cus
- 12. mon/key
- 13. um/pire
- 14. wel/come
- 15. win/dow

Taking a Walkpage 58

- 1. talks, talked, talking
- 2. waits, waited, waiting
- plays, played, playing
- 4. laughs, laughed, laughing
- 5. whispers, whispered, whispering
- 6. works, worked, working
- 7. turns, turned, turning
- prints, printed, printing
- 9. opens, opened, opening
- 10. cleans, cleaned, cleaning
- 11. stays, stayed, staying
- 12. wonders, wondered, wondering

Wolfs or Wolves?page 59

- I. lunches
- 7. benches
- 2. dishes
- 8. loaves
- 3. boxes
- 9. berries 10. leaves
- 4. cities
- 11. wolves
- pennies 6. wishes

Adding Endingspage 60

- clearer 6. smaller
- 2. kindest 7. careless
- 3. colorless 8. neatest
- 4. hopeful 9. quicker
- 5. powerful 10. wonderful

A Bushel of Apples ... page 61

- I. girls
- 7. doors
- 2. dogs
- 8. books
- 3. tables
- 9. pencils
- 4. chairs 5. rooms 6. desks
- 10. rulers 11. markers 12. windows

Answer Key

One Sheep, Two

I. leaves 7. men 2. wolves 8. sheep 3. children 9. mice

٥.	Children	Ч.	HIICE
4.	knives	10.	feet
5.	women	11.	geese
6.	deer	12.	teeth

The Dog's Bonepage 63

- belongs to a boy
- 2. belongs to a girl
- 3 belongs to a dog
- 4. belongs to a cat
- 5. belongs to a pig
- 6. belongs to a bird
- 7. belongs to a frog
- 8. belongs to a cow
- 9. belongs to a knight
- 10. belongs to a friend
- 11. belongs to a mouse
- 12. belongs to a duck

Untidy Roompage 64

Across Down I. untrue 2. unpaid

- 5. renew7. unable8. relive3. unhappy4. reheat6. rerun
- 10. unmade 7. uncolored
- 11. retake12. repaint8. remake9. rewrite
 - I0. untied

You're a Winner!.....page 65

1.	aren't	7.	weren'
2.	isn't	8.	won't
3.	haven't	٩.	doesn't
4.	hadn't	10.	won't
5.	wasn't	11.	hasn't

6. shouldn't 12. aren't I'll Call You Later.....page 66

II C	ali You	Later	page
1.	She'll	9.	She's
2.	That's	10.	They'll
3.	There's	11.	It's
4.	He′∥	12.	We'll
5.	He's	13.	Here's
6.	I'll	14.	They'll
7.	He's	15.	I'll
8.	We'll	16.	What's

Two Peas in a Pod....page 67

Ι.	two	8.	knew
2.	too	٩.	two
3.	to	10.	to
4.	too	П.	no
5.	no	12.	know
6.	know	13.	new
7.	new	14.	knew

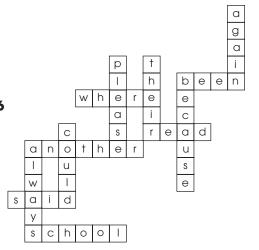
Dear Deerpage 68

				-
1.	deer	8.	dear	
2.	dear	٩.	meet	
3.	meet	10.	meat	
4.	meat	П.	beat	
5.	beet	12.	beet	
6.	beat	13.	meat	
7.	deer	14.	meet	

Missing Marks.....page 69

- 1. know, question mark
- 2. to, period
- 3. bear, exclamation mark
- 4. here, question mark
- 5. won, exclamation mark
- 6. be, period or exclamation mark
- 7. road, question mark
- 8. wood, period
- 9. one, period
- 10. rode, period
- 11. right, question mark
- 12. bee, exclamation mark

Fill-It-In Puzzle.....page 70



Morning ABCs.....page 71

1.	always	7.	have
2.	been	8.	found
3.	have	9.	morning
4.	color	10.	some
5.	read	11.	been
6.	know	12.	know

Eight on My Platepage 72

Ι.	bright	8.	gum
2.	fry	9.	good
3.	kite	10.	go
4.	thigh	11.	right
5.	bite	12.	pale
6.	wood	13.	night
7.	need	14.	eight
			•

Friends to the End.....page 73

HEI	ida id ille	Ella.	page
Ι.	land	٩.	after
2.	sleep	10.	found
3.	speak	11.	last
4.	small	12.	near
5.	shout	13.	cry
6.	raise	14.	show
7.	stack	15.	more
8.	fast	16.	night

The Floating Hand....page 74

- 1. The Floating Hand
- 2. Ima Riter
- 3. writes the words to the story
- 4. Drew Pichers
- 5. draws the pictures to go along with the story
- 6. fiction
- 7. five
- 8. "Bump in the Night"
- 9. 28
- 10. Answers will vary.