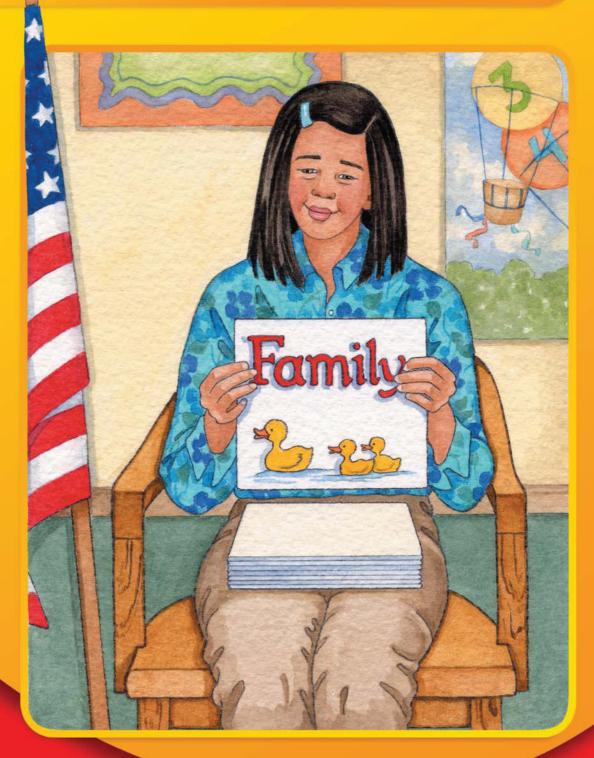
Reading for Every Child Phonics



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



Reading for Every Child Phonics

Grade 1

by Linda Armstrong

Published by Instructional Fair an imprint of

Frank Schaffer Publications®



Instructional Fair

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Reading for Every Child: Phonics-grade 1

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Reading First

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

Phonemic Awareness

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

Print your name.

Sound and Letter Association

Directions: Circle the letter that completes each word.

Ι.



5.



2. n





Recognizing Words with Long and Short Vowels

Directions: Circle the word that names each picture.



rod raid road



slid slide side



mean men map



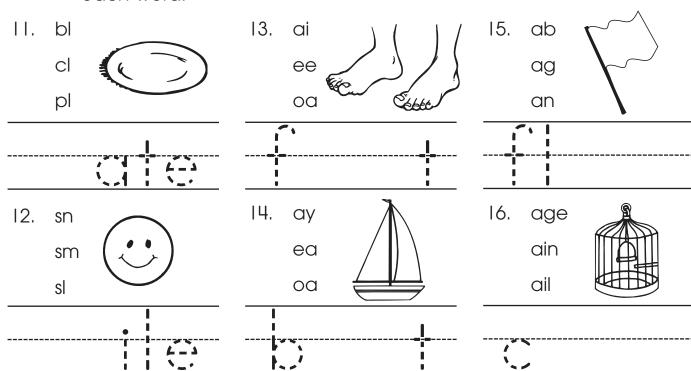
mop mope moat



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.	Не	 home from school.
18.		 do vou want?

	Word	Bank	
Every	What	some	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 yarn 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.



Missing Letters

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

I.	4.
ce	np
2.	5.
s u	h j
3.	6.
W X	<u> </u>
Practice. Write the letters in your name.	

recognizing consonants

Letter Match

Directions: Draw lines to match the letters.



3. S

4. R

5. p

6. D

7. I

8. f

9. †

10. h

11. M

12. c

d

Н

m

► B

F

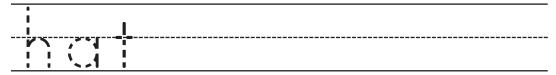
S

Τ

P

Color the hat.







Big Beginnings

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

١.



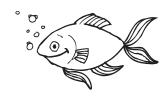




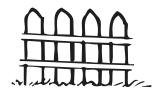


2.

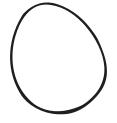








3.









4.











1	
!	
a6/LL	
トノ くん	



Initial Sounds

Directions: Circle the letter that says the beginning sound.



g d



5. **t**

m

Date_

n



2. **p**

W

b



6. **b**

Z

ŧ



3. **f**

g

S



7. **t**

m

d



4. **g**

ľ

S



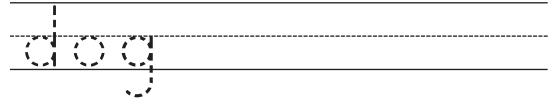
8. **p**

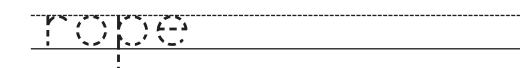
n

k











Starts With...

Directions: Circle the letter that says the beginning sound.



h

f



5. **t**

r

C



2. **f**

V

S



6. **g**

t



3. **b**

h

n



7. **v**

C

Z



4. **I**

r

p



8. **I**

k

W





\\\\\		 	 	
!				
17-7	-	 	 	



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.

١. 2. 3. 4. Practice.



Final Consonants

Directions: Circle the letter that says the ending sound.

l. **p**



5. **p**



Date_



2. **n**





6. |

n

b



3. **p**

n

f

7. **p**

n

b



4. p

n

f



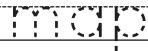
8.

b









More Ending Sounds

Directions: Circle the letter that says the ending sound.

1. **r**



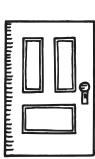




4. **r**



ī



2. **r**

C



5. **r**

d



3. **r**

C

ı



6.

d

ı



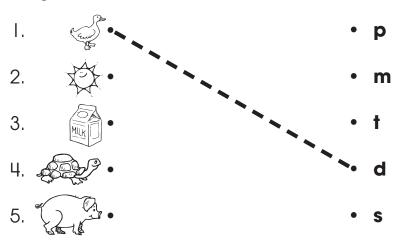
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SIGI	
1.2 1.1	

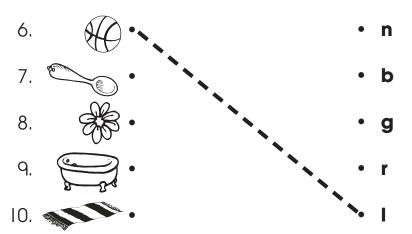


Consonant Review

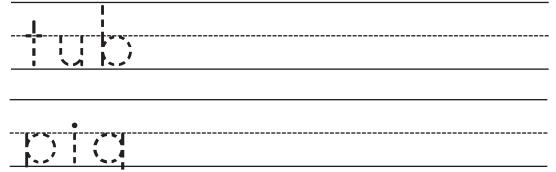
Directions: Draw a line to match each picture to its beginning sound.



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



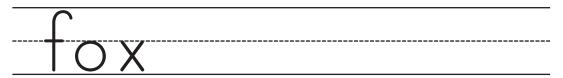




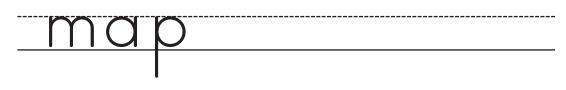


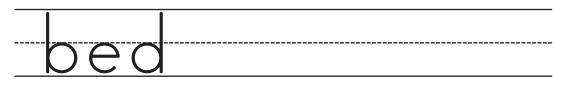
Writing Practice

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

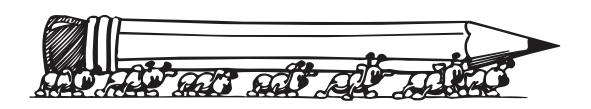














Print Awareness Exercises

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.



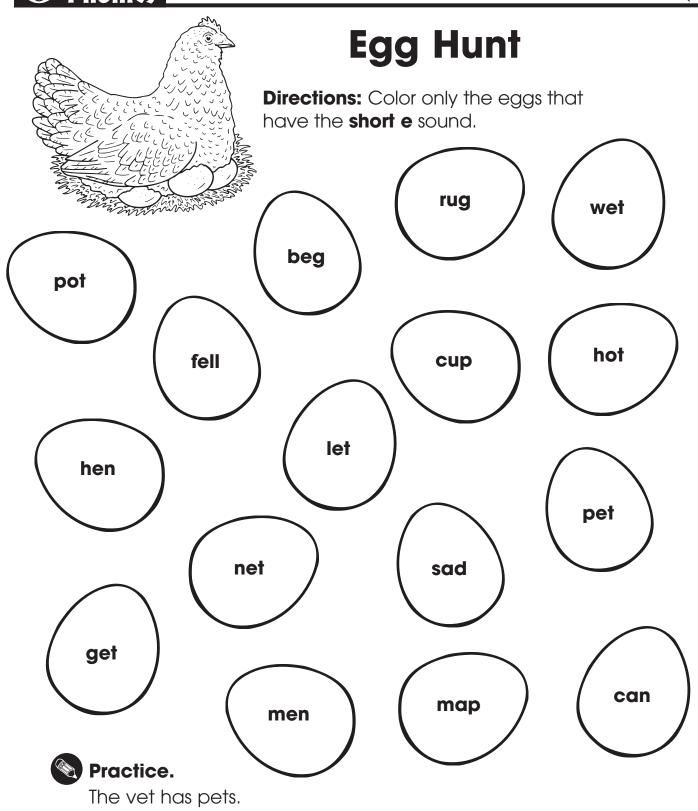


At Bat

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

1.	I sat on the		had mat ran
2.	 Max pet the	·································	cat has mad
3.	The	is on the floor.	am sat fan
4.			hat tan sad
5.			at ham ran
6.	 That	is Dante's dad.	can pan man
	Practice. The hat is black.		







Big Fish

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

I. six

hill

mat

rip

2. tap

win

hid

pig

3. is

in

if

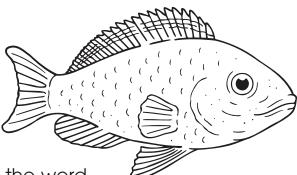
off

4. him

his

hit

had



Directions: Circle the word that best fits each sentence.

- 5. This hat will (fit, did) Tim.
- 6. (Lip, Zip) up your coat.
- 7. She wants to (kid, win) the race.
- 8. I like to (dig, fix) in the sand.



I saw a big fish.





Fox Trot

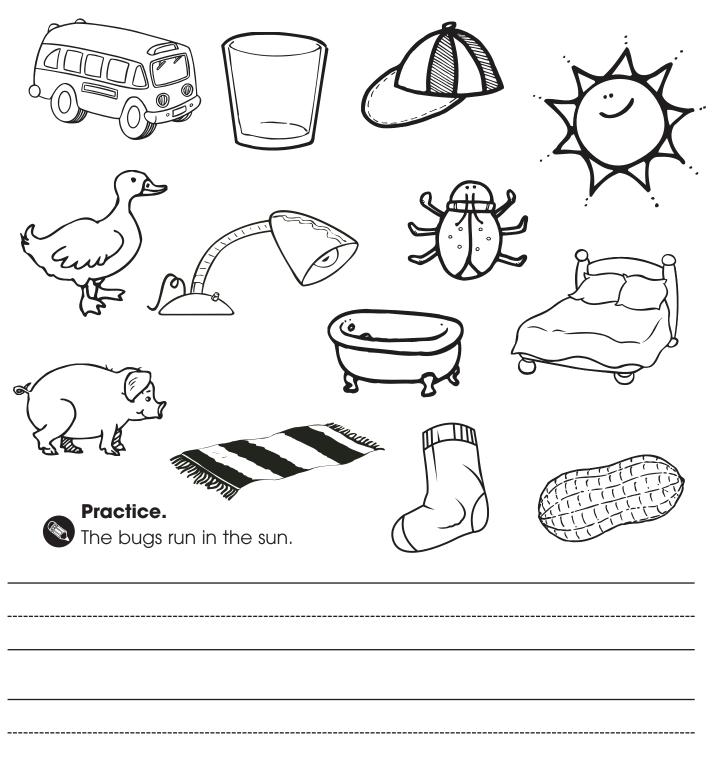
Directions: Read each sentence and the words beside it. Write the word that makes sense in each sentence.

1.	The doll is in the			not box mop	
	_			hot	
2.				on log	
3.	Her hat has red			hop lot dots	
	ections: Circle the h sentence.	word that best fits		~	
4.	The cherry is on ((hot, top).	{ - 3	- (()	
5.	Emma can (not,	got) go with you.	محرير	المركب	الرزام المكل المرا
6.	He put (in, on) h	nis cap.		3	المرابع المراب
	Practice. The fox likes t	o trot and hop.			



Fun in the Sun

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



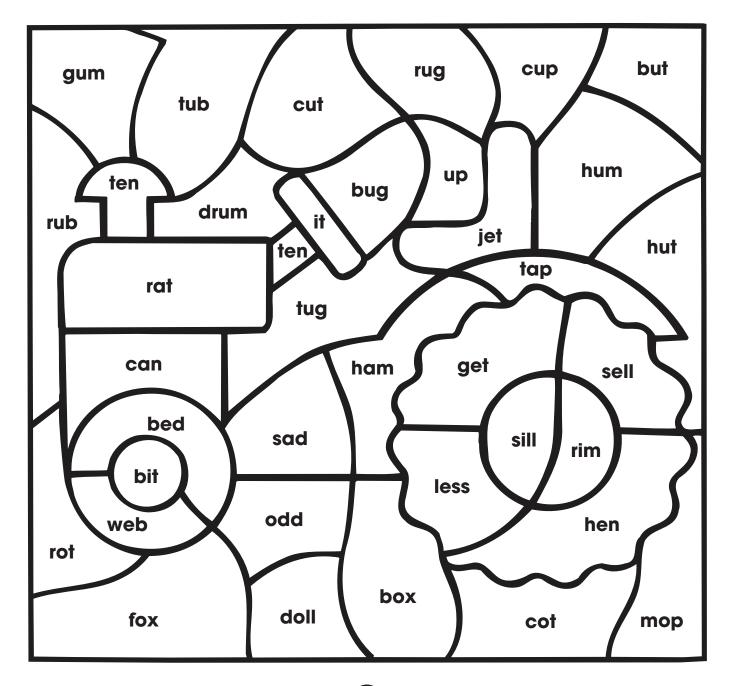


On the Farm

Directions: Color the words to find the hidden picture.

short a = red short e = black short i = yellow

short o = green short u = blue





Say My Name

Directions: Circle the word that goes with each picture.





7.



pin

pine

2.



8.



bit

bite

3.



9.



kit

kite

4.



man

mane

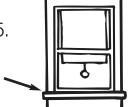




rip

ripe

5.



pan

pane

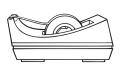
11.



hid

hide

6.



tap

tape



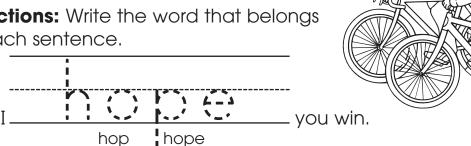
fin

fine



Go! Go! Go!

Directions: Write the word that belongs in each sentence.



2.	I will .				go.
		r	not	note	· ·

- 3. I have a red _____ rob robe
- 4. I took a bath in the _____ tub tube
- 5. The _____ has six sides.

Directions: Circle the word that names each picture.





nut not note



mule mole mug



rode ruler rod

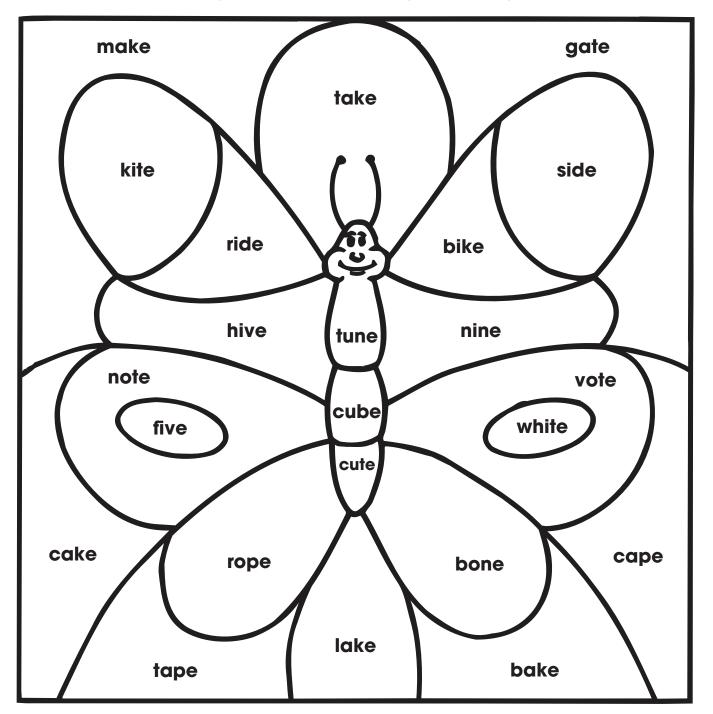


Fly Away

Directions: Color the words to find the hidden picture.

long a = blue long i = yellow

long u = black long o = orange





Writing Practice

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



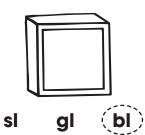
O	
made	
tape	
hive	
kite	
bone	
rose	
cute	
CUIC	



Slip and Slide

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

١.



4.



bl

sl

gl

2.



sl cl bl

5.



gl pl fl

3.



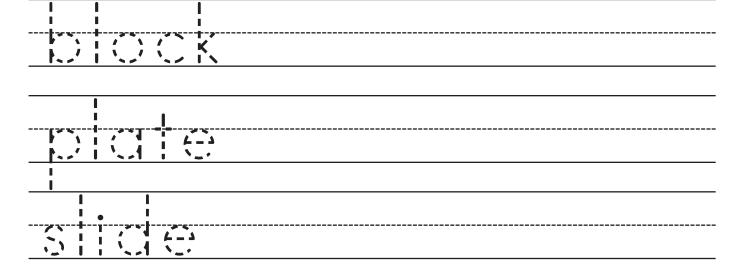
fl gl sl

6.



sl gl cl







Smiling Stars

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



١.



sn





SW





₹Sm



sk





sp



st

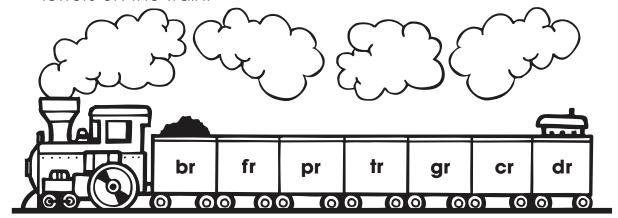






On Track

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



7.

١.



OC

4.



___uck



___idge



___apes

2.



um



____ize



___ab



___ush

3.



ee



____ess

9.



____ies



____ib



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)

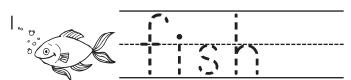
What do you call it when you guess what will be served in the cafeteria? (a lunch hunch)

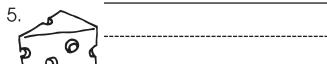




Seashells

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





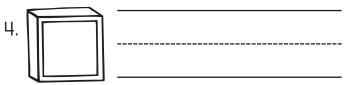


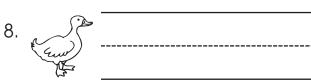












	Word	Bank	
duck	chair	shell	block
dish	fish	cheese	sheep

	Practice.
--	-----------

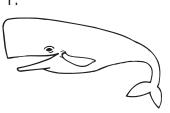
She saw the shells on the seashore.



Th and Wh

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

Ι.



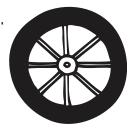
Ц



7



2.



5.



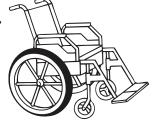
8.



2

30

6. '



۹.





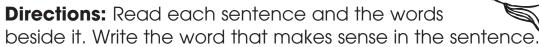
Practice.

I think the thin man was with them.



Phonics

Something's Fishy



°o	1.	The ball hit him on the		chain chin shell
° °			·	shed sheep shave
<i>°</i> ,° D	3 .	She has a red spot on her _	 	cheek cheese ship
•	4.	 I saw the	··	luck duck dish
, đ	5.	The dog needs a	··································	math path bath
٥	6.	The blue	 is a fast swimmer.	dish fish with
o. •				This Then

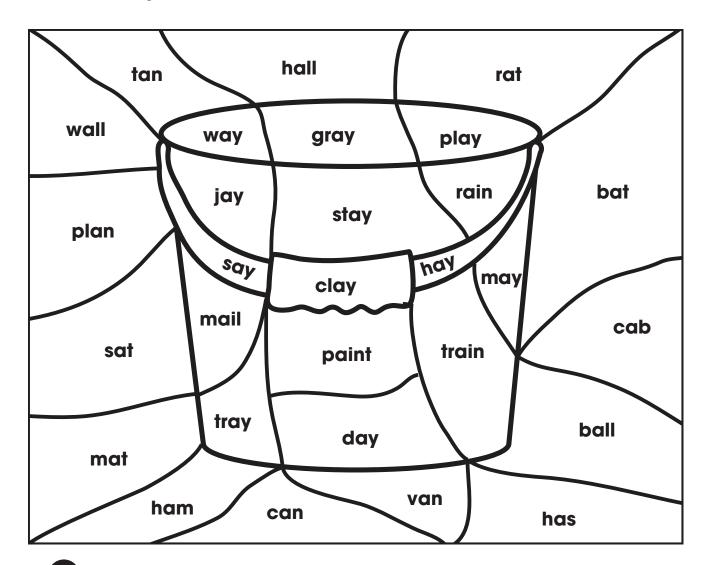
is my favorite shirt.

Those



At the Beach

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



Practice.
I will stay and play all day.

._____



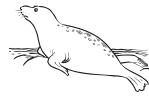
Sweet Treat

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





4. sea seal



/. jeep jeans



2. beak



5. **feet**



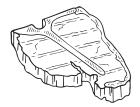
8. leap



3. sleep seat



6. neat



9. team





Practice.

He fell asleep in the leaves.

Word

Bank

train

meat

heel

say

mail

neat

bee

clay

Digraphs Review

Directions: Read each sentence and the list of words. Write a word from the list that makes sense in each sentence.



١.	We rode on the	
2.	What did she	?
3.	The vase was made of .	··································
4.	The	stung the boy.

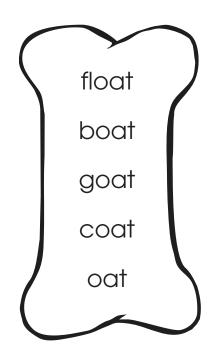
- 5. Do not eat the _____
- 6. She hurt her _____ outside.
- 7. His work is always ______.
- 8. I put it in the -



Long O Sounds

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

	grow	
	snow	
	row	
	low	
/	blow	





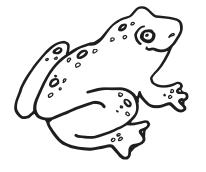
Hoot, Hoot!

Directions: Color each picture that has the same vowel sound as in **moon**.







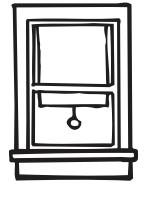






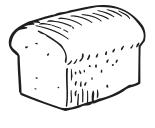
















Over the Moon

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

boot bowl



4. blow bowl



soapstoolsnow



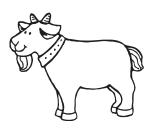
5. moan moon



3. cool coal crow



6. goatgoalgrow



	Practice.
--	-----------

There was a toad in the road.



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	-ot
-et	-ub
-ig	-ug
-ill	-um
-in	-ut



Long-Vowel Families

-ake	-eat
-ame	-eet
-ape	-ide
-ate	-ine
-ail	-ive
-ain	-ole
-eed	-one
-eel	-oad
-eep	-oal
-eam	-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, t, w

-in: b, f, p, t, w

-ip: d, l, n, r, s, t, z

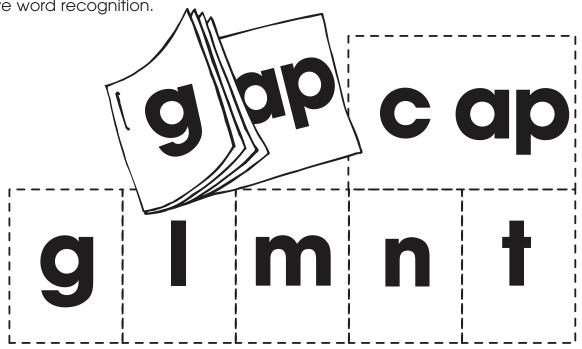
-op: c, h, m, p, †

-ot: c, d, g, h, l, n, p, r, t

-ub: c, r, s, t

-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.

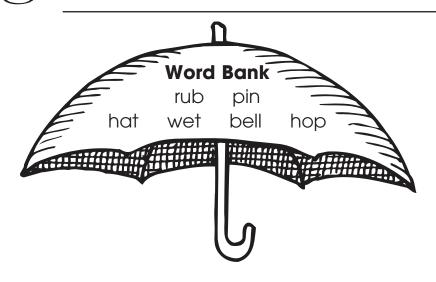




Let It Rain

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

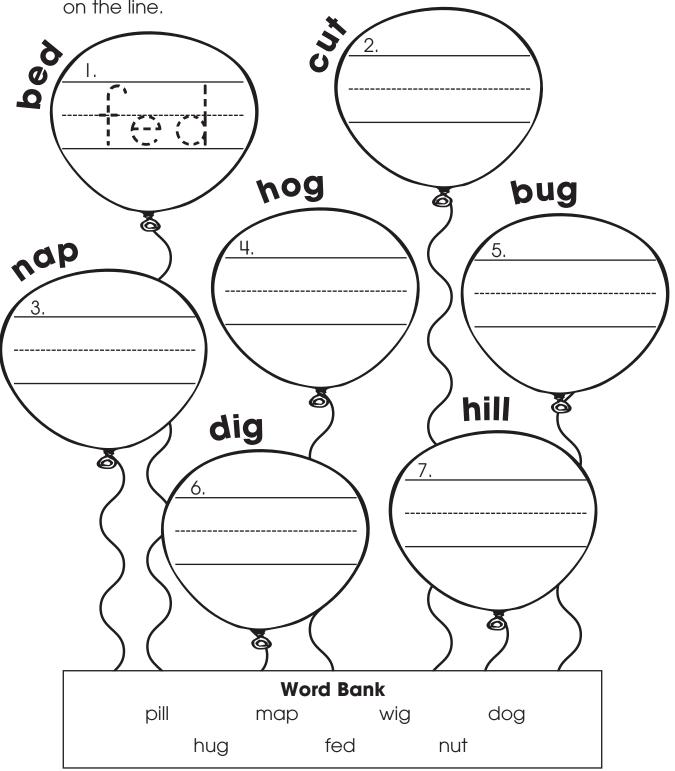
Λ	
I. (bat)	
2. (tell)	
1	
3. win	
\mathcal{N}	
4. (mop)	
\wedge	
5. (tub)	
\mathcal{N}	
6. (pet)	





Balloon Match

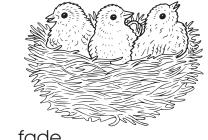
Directions: Read the words on the balloons and in the Word Bank. Write the word that belongs in the same family on the line.





In the Family

Directions: Circle the word that does not 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.

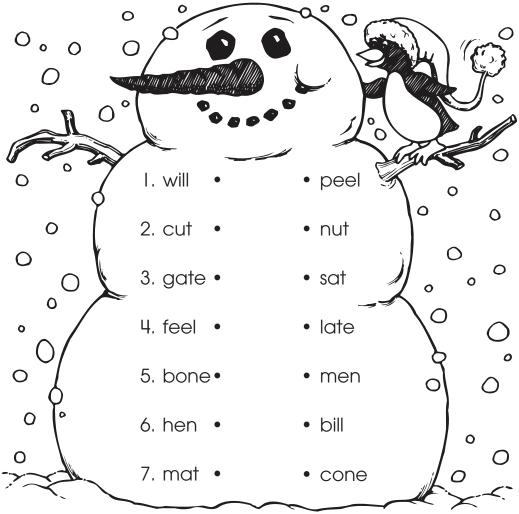
Write a word that goes in each family.

9.	
10.	
11.	
12	



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.
--	-----------

0	1 0

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



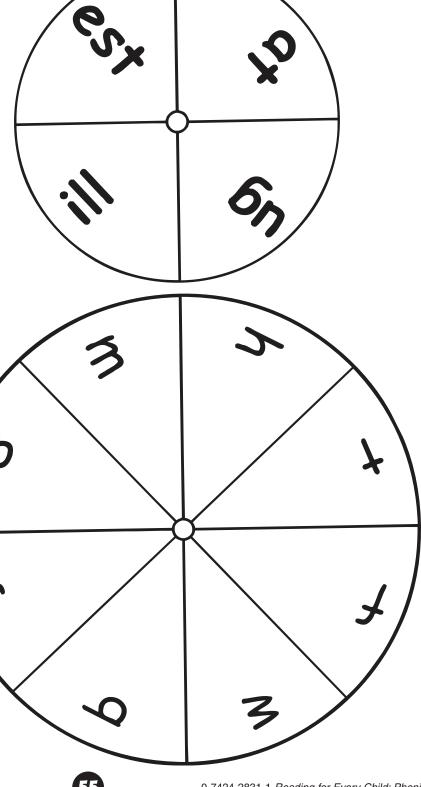
bell	club	hide
fell	rub	pride
spell	stub	slide
well	tub	wide
bone	dog	bake
cone	frog	make
stone	hog	snake
zone	log	take

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

Create a rime wheel to use at a center or with a small group. Use the copier to enlarge the patterns, and copy them on heavy cardstock for durability. Cut out both wheels. Punch a hole in the center of each. Insert a brad to fasten the wheels together. Encourage students to write all the words created by the wheel. Invite them to think of additional rhyming words that belong in each rime family.



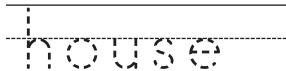


Miss Mouse's Birthday

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

1. Happy Birthday, Miss Mouse!

Come over to my

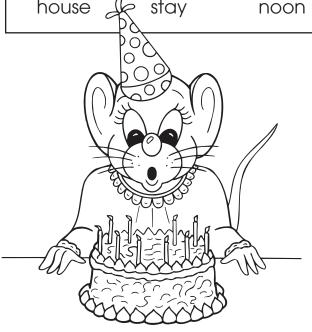




2. I hope you can come soon.

The party starts at

- 1 /	



3. You can help me bake

a seed and apple

5. I know of just the place

to have a running

4. After eating, we will play.

I hope that you can

_

6. We'll play and eat and run.

We will have a lot of



reading/writing connection

Writing Practice



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

trail	
plays	
teams	
wheels	
qrows	
float	
smooth	
bring	



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.



hen

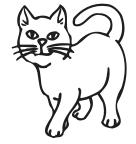
5.



coat

coats

2.



cat cats 6.



hat hats

3.



bike bikes 7.



tree

trees

4.



fan

fans

8.



kite

kites





Special Plurals







You can make some words mean "more than one" by adding an **s** to the end of the word. When a word ends in **s**, **ss**, **sh**, **ch**, or **x**, add an **es** to make it mean "more than one."



<>>

tops

axes

buses

dishes

lunches

dresses



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

		 _				
l.	fox		 X	<u> </u>	S	

6. hat

2.	bus

7. inch



8. mix



9. tree



10. wish



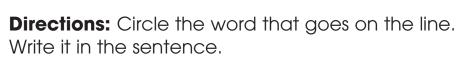
Plurals Review

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

l.	pen	7.	wish	
2.	six			
3.	lunch	 9.		
4.	class			
5.	coat			
6	dish	 . 12		



Adding Endings





Ι.	We <u>.</u>		in the park last week.	camp
2.	She			climb climbed
3.	The i	rabbit will		hop hopped
4.	- He _		more milk.	want wanted
5.	She		- - _ for the movie to start.	wait waited
6.	We v	will	 our work.	check checked
7.	My r	 nom	 dinner last night.	cook cooked



Going Fishing

Directions: Read each sentence and the words on the fish below. Write the correct word on each line to finish the sentence.

	_5		
I.	 He was	fish	 on his boat.
2.		toss	
3.		help	Sam. -
4.		sing	
5.	Howie was	float	
6.	 Are they	look	
ging	95	helping®	looking



Suffixes Review

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

		~~~~~~~~~~ <del>~~~~</del>	4.		crossed
١.	Pedro is!	OSSING	the st	treet.	(crossing)
2.	My dad and I				fished fishing
3.				in class.	talked talking
4.				everywhere.	followed following
5.				now.	napped napping
6.				big hill.	hiked hiking
7.	Mom forgot w	 here she			parked parking
8.	- Who are you			?	called callina



## **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 Bank**

Date

wasn't it's she's don't

aren't

he's hasn't didn't isn't

I. is not

			,	)	
•					
 r	77	-6-	<del>-</del>		 
			``	- 1	
:	, )	:		- :	
•	-				

6. do not

_____

2. she is

3. has not

 	 _
 	 -

7. he is

8. was not

_____

----

4. <u>did not</u>

9. can not

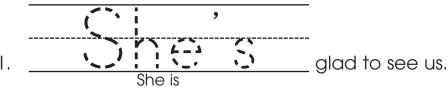
5. <u>it is ______</u>

10. <u>are not</u>

## Let's Go!

**Directions:** Read each sentence below. Write the contraction for the words shown below the blank in each sentence.





2. The meat _____smell good.

-----

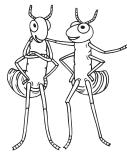
3. She _____ go to the park.

____

4. _____fun to ride a bike.

5. He ______ home today.

6. Please _____ run in the hall.



# Lovebugs

**Directions:** Draw a line to connect two words that make a compound word. Write the new word on the line.

grass.	port					
,	·					
1						
every	thing					
1						
butter !						 
Dullei	РШП					
1						 
after \	flv					
1	11 y					
1			 	 		 
air \	fire					
1	•					
1			 	 		 
camp	noon					
•	1					
	1		 <u> </u> <u> </u>	 		 
foot	hopper		SSI	\  '	150 / 152	
	.			i	i	
		• 💆		•	•	



I followed the footprints 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

starfish

nobody

sidewalk

outside

baseball

popcorn

someone



















Practice.

Write a sentence for each of the words below.

everyone

inside	

something

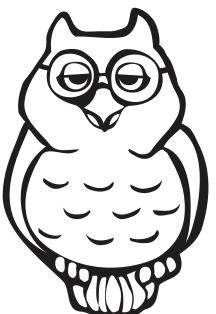


# **Sight Words**

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

- 1. 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



nal	kes 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		again



# **Writing Practice**

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



once
every
after
could
round
know
qive
aqain

## **ABC Order**

**Directions:** Write the words in ABC order.

every

could

know

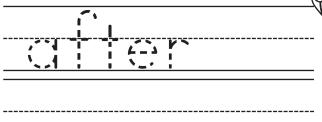
after

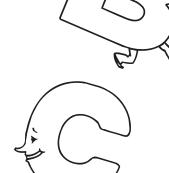
open

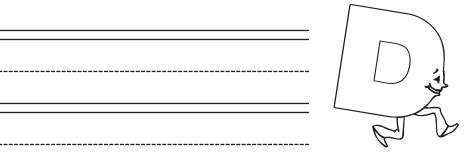
walk

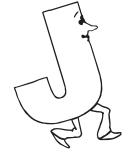
think

give











Write a sentence using two words from this page.





# 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 vour 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.

# 3









#### 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.



# **Reading Sentences**

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

		1			
Ι.	Please bring t	the		inside.	
2.	The bird had				
3.			 for h	er dog.	
4.			 wash th	ne dishes. —	
5.				 you? 	
6.	Kelsie has a n	ew pair of			
7.			 to (	go.	<del></del>
8.	The dog wag			<i>S</i>	
		Word	d Bank		
	helped	when	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.





I. I ate two _____ this morning.





2. The _____ made a nest.





3. Her window was ______.





4. The wheels on the bus are _____





5. He was _____ his new kite.

_____

-----





6. We _____ all the way home.





7. Jose fell _____ the stairs.





8. An ant is a _____bug.





word Bank
open eggs little down
round flying birds walked





## **Picture Clues**

**Directions:** Circle the sentence that tells about each picture.

١.



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



Tim plays tag.

Tim has a kite.

Tim calls his mom.

2.

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



The plane lands.

The cow eats.

She has a doll.

5.



She eats some cake.

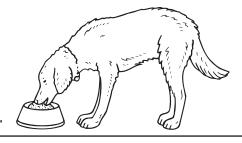
She makes a snowman.

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 Dyer

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



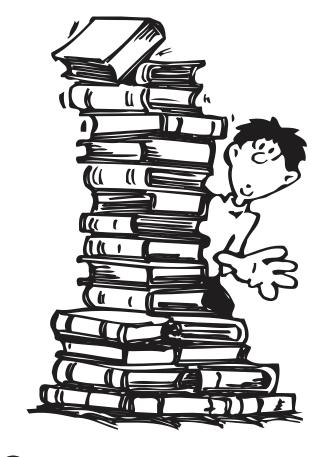
#### **Fascinating Nonfiction**

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 Ending Sound	lspage 17
I. h	10. mop	I. d	4. r
2. n	II. pl	2.	5. d
3. 0	12. sm	3. r	6. I
4. a	13. ee	Consonant Peview	page 18
5. p	14. oa		
6. b	15. ag	1. d 2. s	6. l 7. n
7. road	l6. age		
8. men	17. walked	3. m	8. r
9. slide	18. What	4. †	9. b
		5. p	10. g
	page 9		page 21
	4. m, o	I. mat	4. hat
2. r, t		2. cat	5. ham
•	6. e, f	3. fan	6. man
Letter Match	page 10	Eaa Hunt	page 22
I. B	7. L	Colored words:	
2. n	8. F	net	le†
3. s	9. T	beg	get
4. r	IO. H	pet	men
5. P	II. m	wet	hen
6. d	12. C	fell	11011
Ria Reginninas	page 11		
Colored pictures:	page 11	_	page 23
	3 girl gardon		5. fit
7. DOY, DUS	3. girl, garden	•	6. Zip
2. fish, fence		3. off	7. win
	page 12	4. had	8. dig
I. d	5. m	Fox Trot	page 24
2. p	6. b	I. box	4. top
	7. †	2. hot	5. not
4. r	8. n	3. dots	6. on
Starts With	page 13		page 25
I. f	5. C		page 25
2. v	6. g	Colored pictures:	buo
3. h	7. z	cup	bus
4.	8. k	rug	tub
		duck	bug
	page 15	nut	sun
Colored pictures:	2 dross kins		page 26
•	3. dress, kiss	Correctly colored, the	e picture will reveal a
2. drum, arm	= =	tractor.	
Final Consonants	page 16	Say My Name	page 27
I. p	5. f		7. pine
2. b	6. p	2. cane	8. bite
3. n	7. n	3. cape	9. kite
4. f	8. b	4. man	10. rip
		5. pane	II. hide
		6. tape	12. fin
		0. 14pe	12. 1111



	page 28		
•	6. note	I. seat	6. meat
2. not	7. rope	2. beak	7. jeep
3. robe	8. mule	•	8. leaf 9. tea
4. tub 5. cube	9. ruler	4. seal 5. feet	9. Tea
•	page 29	-	page 41
•	ne picture will reveal a		5. meat
butterfly.		2. say	6. heel
•	page 31	3. clay 4. bee	
I. bl	4. gl		
	5. pl		page 42
3. fl	6. sl	-ow bone:	-oat bone:
Smiling Stars	page 32	blow	oat b a cit
I. sm	4. st	grow Iow	boat
	5. sp		coat float
3. sk	6. sw	row slow	goat
On Track	page 33		•
I. fr	7. br		page 43
2. dr	8. cr	Colored pictures:	12 a a l
3. tr	9. fr	tooth	pool
4. tr	IO. gr	spoon	boots
5. pr	II. br	moose stool	ZOO
6. dr	12. cr		III
	page <b>36</b>		page 44
I. fish	5. cheese	I. boat	4. bow
<ol> <li>fish</li> <li>chair</li> </ol>	<ul><li>5. cheese</li><li>6. sheep</li></ul>	<ul><li>I. boat</li><li>2. stool</li></ul>	4. bow 5. moon
<ol> <li>fish</li> <li>chair</li> <li>shell</li> </ol>	<ul><li>5. cheese</li><li>6. sheep</li><li>7. dish</li></ul>	<ol> <li>boat</li> <li>stool</li> <li>crow</li> </ol>	<ul><li>4. bow</li><li>5. moon</li><li>6. goat</li></ul>
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> </ol>	<ul><li>5. cheese</li><li>6. sheep</li><li>7. dish</li><li>8. duck</li></ul>	<ol> <li>boat</li> <li>stool</li> <li>crow</li> </ol> Let It Rain	4. bow 5. moon 6. goat  page 47
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li> </ol>	5. cheese 6. sheep 7. dish 8. duck page 37	<ol> <li>boat</li> <li>stool</li> <li>crow</li> </ol> Let It Rain	4. bow 5. moon 6. goat 4. hop
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duckpage 37 6. wh	<ol> <li>boat</li> <li>stool</li> <li>crow</li> </ol> Let It Rain	<ul> <li>4. bow</li> <li>5. moon</li> <li>6. goat</li> <li>4. hop</li> <li>5. rub</li> </ul>
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duckpage 37 6. wh 7. wh	<ol> <li>boat</li> <li>stool</li> <li>crow</li> <li>Let It Rain</li> <li>hat</li> <li>bell</li> <li>pin</li> </ol>	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duckpage 37 6. wh 7. wh 8. th	<ol> <li>boat</li> <li>stool</li> <li>crow</li> <li>tt Rain</li></ol>	<ul> <li>4. bow</li> <li>5. moon</li> <li>6. goat</li> <li>4. hop</li> <li>5. rub</li> <li>6. wet</li> <li>page 48</li> </ul>
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duckpage 37 6. wh 7. wh	1. boat 2. stool 3. crow  Let It Rain	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duckpage 37 6. wh 7. wh 8. th 9. th	1. boat 2. stool 3. crow  Let It Rain 1. hat 2. bell 3. pin  Balloon Match 1. fed 2. nut	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug 6. wig
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th	I. boat 2. stool 3. crow  Let It Rain 1. hat 2. bell 3. pin  Balloon Match 1. fed 2. nut 3. map	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug
<ol> <li>fish</li> <li>chair</li> <li>shell</li> <li>block</li> <li>and Wh</li></ol>	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck page 37 6. wh 7. wh 8. th 9. th page 38 5. bath 6. fish	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  page 49
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  page 49 6. rot
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad 2. sit	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  page 49  6. rot 7. zip
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad 2. sit 3. not	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug 6. wig 7. pill  page 49 6. rot 7. zip 8. pat
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  6. rot 7. zip 8. pat 912. Answers will
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad 2. sit 3. not 4. cat 5. bed	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug 6. wig 7. pill  page 49 6. rot 7. zip 8. pat 912. Answers will vary.
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad 2. sit 3. not 4. cat 5. bed  Matching Member	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  page 48 5. hug 6. wig 7. pill  page 49 6. rot 7. zip 8. pat 912. Answers will vary.  page 50
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  6. rot 7. zip 8. pat 912. Answers will vary.  7. page 50 5. cone
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain I. hat 2. bell 3. pin  Balloon Match I. fed 2. nut 3. map 4. dog  In the Family I. pad 2. sit 3. not 4. cat 5. bed  Matching Member I. bill 2. nut	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  6. rot 7. zip 8. pat 912. Answers will vary.  5. cone 6. men
I. fish 2. chair 3. shell 4. block  Th and Wh	5. cheese 6. sheep 7. dish 8. duck  page 37 6. wh 7. wh 8. th 9. th  page 38 5. bath 6. fish 7. This	I. boat 2. stool 3. crow  Let It Rain	4. bow 5. moon 6. goat  4. hop 5. rub 6. wet  5. hug 6. wig 7. pill  6. rot 7. zip 8. pat 912. Answers will vary.  7. page 50 5. cone

Miss Mouse's Birt	hdaypage 56	Let's Go!	page 65
I. house	4. stay		4. It's
2. noon	5. race		5. wasn't
3. cake	6. fun	3. can't	6. don't
More Than One	page <b>58</b>	Lovebugs	page 66
<ol> <li>hens</li> </ol>	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 59		grasshopper
I. foxes	6. hats	Two Peas in a Pod	page 67
2. buses	7. inches	play/ground	_
3. pushes	8. mixes	mail/box	
4. cans	9. trees	no/body	side/walk
<ol><li>glasses</li></ol>	10. wishes	out/side	base/ball
Plurals Review	page <b>60</b>	pop/corn	some/one
I. pens		Sight Words	page 68
2. sixes	8. buses	l. running	5. Some
<ol><li>lunches</li></ol>	9. songs	2. open	6. after
<ol><li>classes</li></ol>	10. birds	3. every	7. know
5. coats	II. glasses	4. give	8. again
6. dishes	12. riches	ABC Order	page 70
Adding Endings	page 61		
I. camped	5. waited	after	know
2. climbed	6. check	could	open
3. hop	7. cooked	every	think
4. wanted		give	walk
Going Fishing	page 62	Reading Sentences .	page 72
I. fishing	4. singing	I. boxes	
2. tossing		2. wings	6. glasses
<ol><li>helping</li></ol>	6. looking	<ol><li>looking</li></ol>	7. when
Suffixes Review	page <b>63</b>	4. helped	8. tail
	5. napping	Context Clues	page 73
2. fished	6. hiked	<ol> <li>eggs</li> </ol>	5. flying
3. talking	7. parked	2. birds	6. walked
4. followed	8. calling	3. open	7. down
Contraction Action	•	4. round	8. little
I. isn't	6. don't	Picture Clues	page 74
		Picture Clues  1. She writes a note.	
I. isn't	6. don't		
<ol> <li>isn't</li> <li>she's</li> </ol>	6. don't 7. he's	<ol> <li>She writes a note.</li> </ol>	
I. isn't 2. she's 3. hasn't	6. don't 7. he's 8. wasn't	<ol> <li>She writes a note.</li> <li>The bug hops.</li> </ol>	