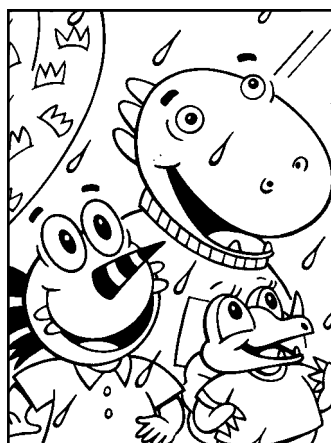


Name _____





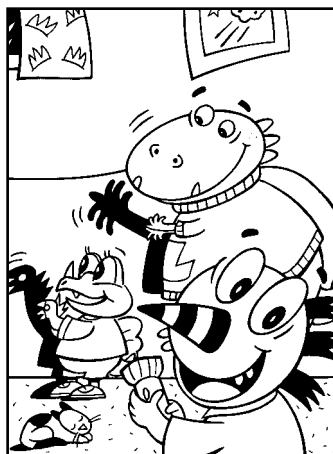


MONSTERS' STORMY DAY • LEVEL G • 1A

SKILL: SEQUENCE EVENTS

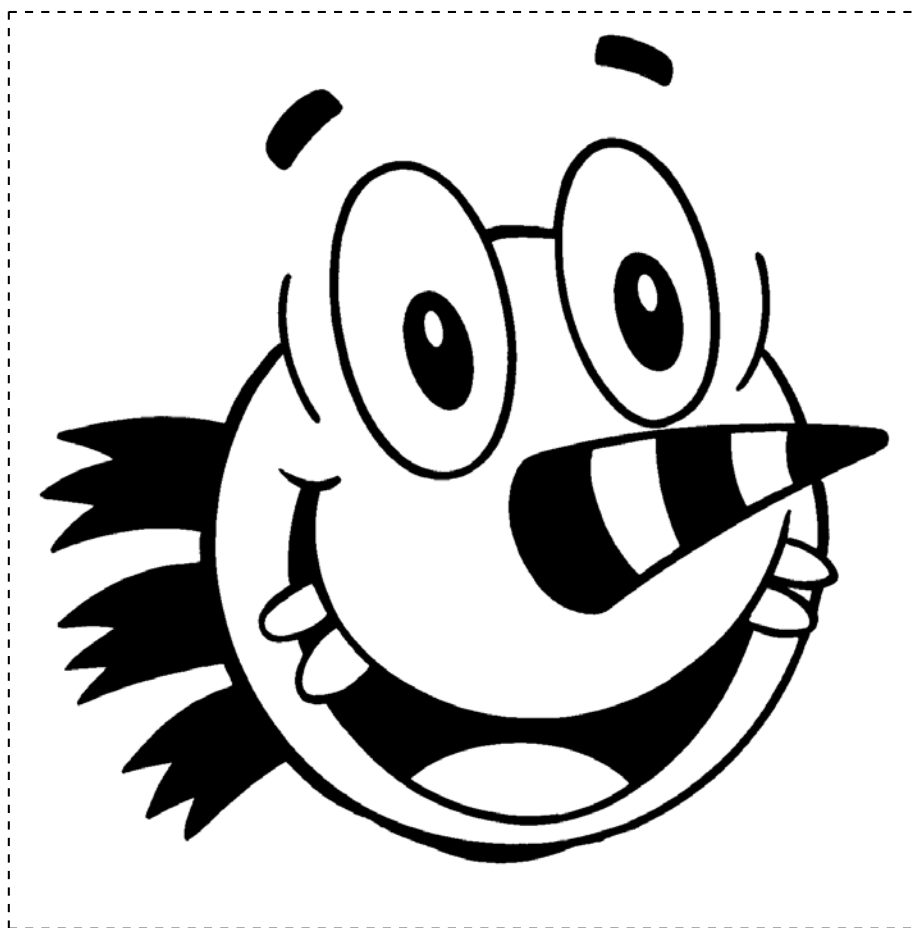
Instructions: Have students cut out and place the pictures in order. Have them write a sentence next to each picture using the words *first*, *next*, *then*, and *last*. When finished, have students create a puppet to retell the story. Have them cut, color, and paste the monster head to the bottom flap of a paper bag. Staple the story to the front of the puppet.

Name _____



Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

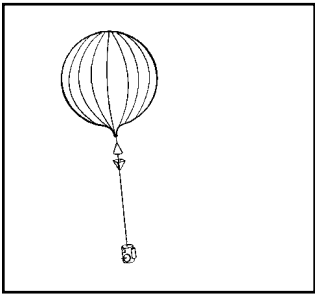
MONSTERS' STORMY DAY • LEVEL G • 1B



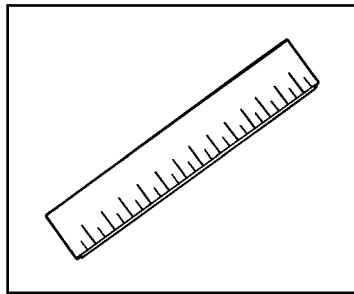
SKILL: SEQUENCE EVENTS

Name _____

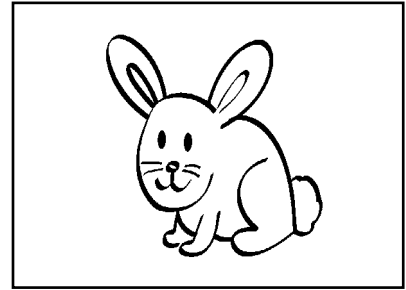
er



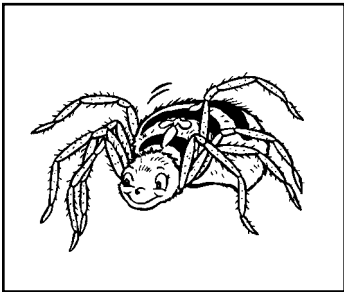
ball _____



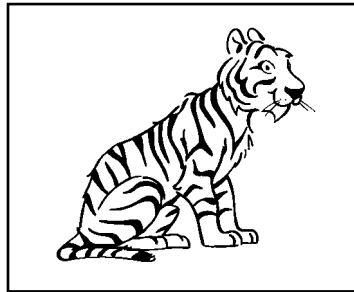
rul _____



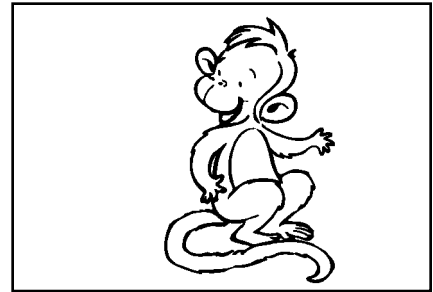
rabb _____



spid _____



tig _____



monk _____

Instructions: Name the pictures with students. Have them identify the words with the *r*-controlled vowel sound at the end by writing *er* on the line below each picture. Check responses when students are finished.

Name _____

Bonk Lurk Uzzle
bonk, lurk, and uzzle pretend they are cowboys.

sam and tim saw a bird.

mary and i like to watch the rain.

He lives on park street.

My school is redwood elementary.

jan likes to sing with pat.

miss hill is my teacher.

Instructions: Read the sentences aloud with students. Have them underline the proper nouns in each sentence. Have them rewrite each word correctly by using a capital letter. The first sentence is done for them.