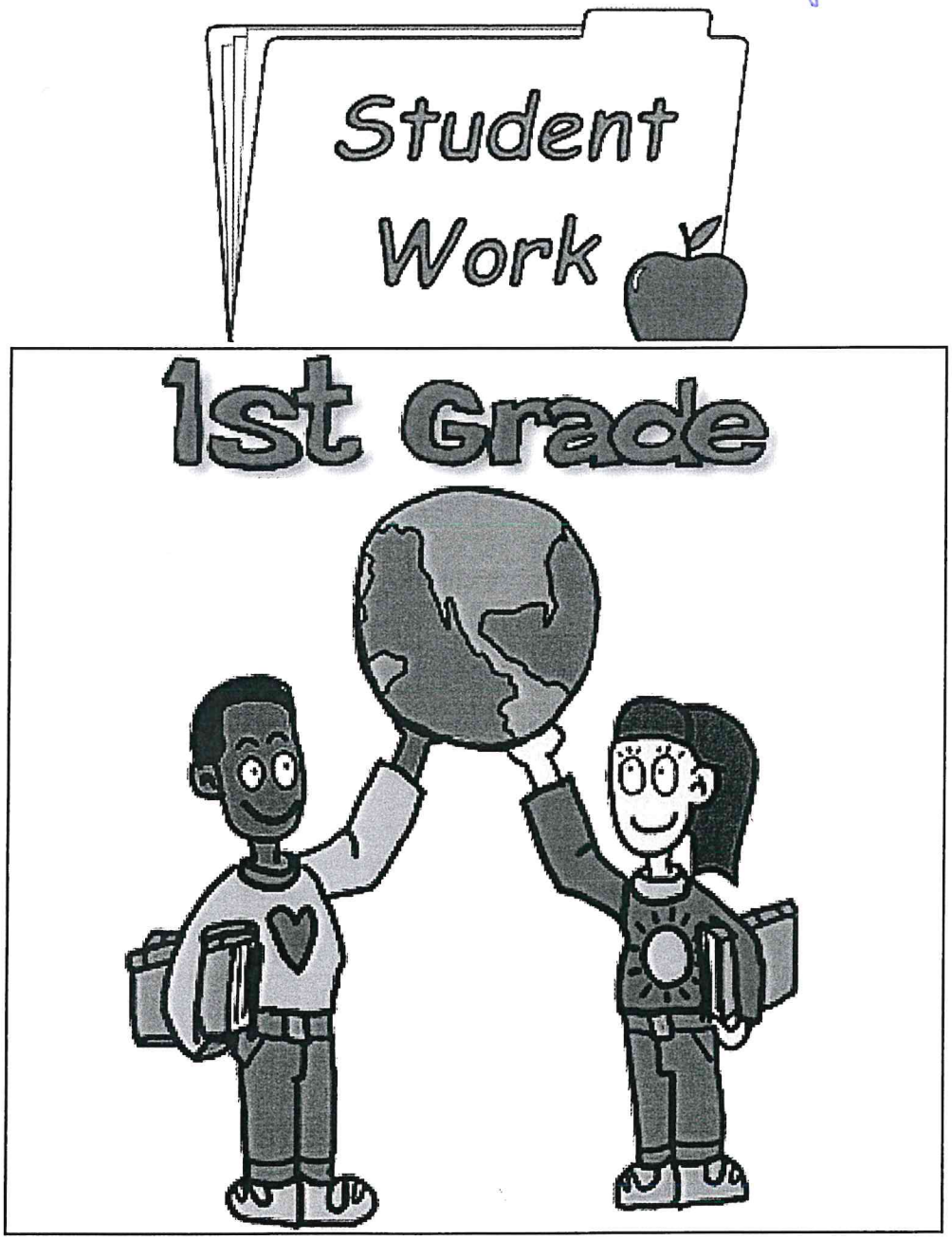
Unity Elementary School

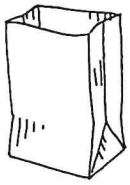
Part IV



Name _____

Say the word for each picture.
Write a on the line if you hear the **short a** sound.

c<u>a</u>t

1. 

_____

b _____ g

2.

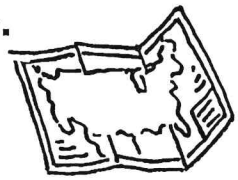
_____

f _____ n

3.

_____

m _____ p

4. 

_____

m _____ p

5.

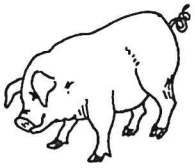
_____

c _____ n

6.

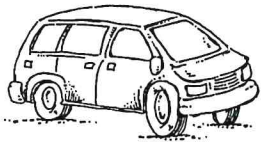
_____

m _____ n

7. 

_____

p _____ g

8. 

_____

v _____ n

Write a word for each picture.

9.

_____

10.

_____

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Home Activity Your child has reviewed words with the short *a* sound heard in *cat*. Work with your child to make words that rhyme with *cat* and *man*.

Name _____

Read the words in the box.
Pick a word to finish each sentence.
Write it on the line.

my on way in come

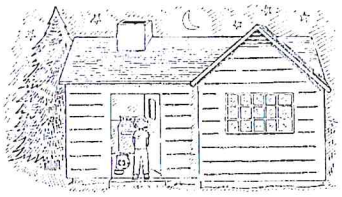
1. We go that _____ to the

.

2. The can _____ to me.

3. This is _____ .

4. The is _____ my .

5. The is _____ my  .

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School + Home **Home Activity** This week your child identified and read the words *in, on, my, way,* and *come*. Write each word on a card. Have your child read each word and then use it in a sentence.

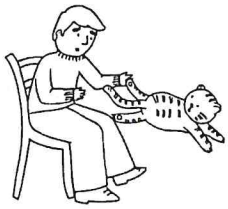
Name _____

Look at the pictures.

Circle a word to finish each sentence of the story.

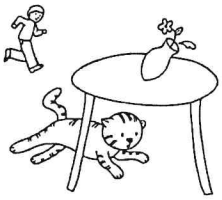
1. Sam has a cat.
   The cat had a _____. nap tag

2. The cat ran.
   Sam is _____. lap sad



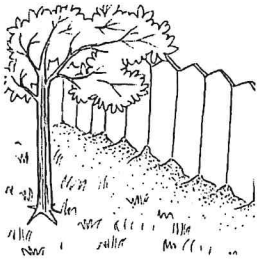
3. The cat is in the jam.
   Sam is _____. bad mad

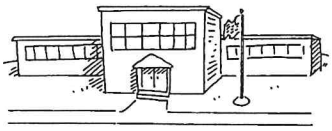
4. The cat ran.
   The cat is _____. bad sad



Circle the picture to finish the sentence.

5. The story takes place in a _____.





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Home Activity Your child identified characters' actions and feelings. Reread the story with your child. Talk about why Sam felt the way he did.

Name _____

Writing • Story

Pooky the Cat

Pooky is our cat. He is silly. He plays with everything.

Today, Mom dropped a pen. The pen fell on the floor.

Pooky ran to the pen. He hit the pen. The pen rolled across the floor. Pooky chased the pen. He hit it again. It rolled away.

"Silly Pooky!" said Mom. "He thinks the pen is a toy!"

Key Features of a Story

- The story has characters and tells what they do.
- It is made of sentences.

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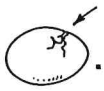
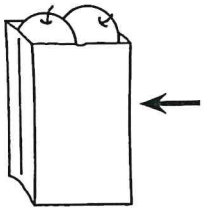
Name _____

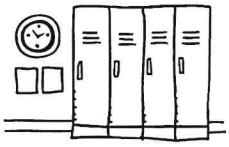
Say the word for each picture.
Write ck on the line if the word has the same ending sound as  .

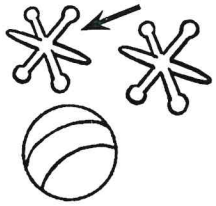
1.
ta _____

2.
ba _____

3.
fa _____

4. 
sa _____

5. 
ha _____

6. 
ja _____

7.
pa _____

8.
ca _____

Write two words that have the same ending sound as .

_____ _____

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Home Activity Your child practiced reading and creating words that end in *ck*. Help your child write words that rhyme with *sack*.

Name _____

Short *a* Words

Write two list words that rhyme with **pan**.

1. **c** _____ 2. **r** _____

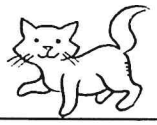
Write two list words that rhyme with **sad**.

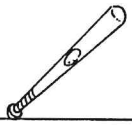
3. **m** _____ 4. **d** _____

Write two list words that rhyme with **tack**.

5. **b** _____ 6. **s** _____

Write two list words that rhyme with **hat**.





7. **c** _____ 8. **b** _____

Write the missing words. (am at)

9. Look _____ me. 10. I _____ on a box.

Spelling Words
at
can
cat
back
dad
am
bat
mad
ran
sack

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School + Home **Home Activity** Your child wrote words with the short *a* vowel sound. Point to a picture on this page and have your child spell the word.

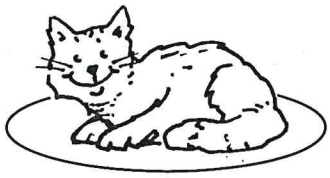
Name _____

Sentences

A **sentence** is a group of words that tells a complete idea. It begins with a capital letter. Many sentences end with a period **(.)**.

The cat is on a mat. ← This is a sentence.
on a mat ← This is not a sentence.

Find the sentence. **Write** the sentence.



1. Jim has a pet. has a pet

2. His pet His pet is a cat.

3. The cat The cat runs away.

4. Jim looks for his pet. for his pet

5. with Jim We go with Jim.

Home Activity Your child learned about sentences. Name an animal your child knows. Have your child say two sentences about the animal.

Name _____

Story Chart

Title _____

Characters

Beginning

Middle

End of Story

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Home Activity Your child is learning to write a little story. Ask your child what stories are like.

Name _____

A a

Copy the words. Write the letters the correct size.

Ann _____ nap _____

tap _____ ham _____

cap _____ ran _____

jab _____ yak _____

wag _____ sad _____

rag _____ pal _____

sat _____ Pam _____

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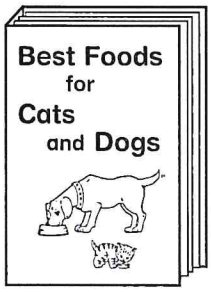
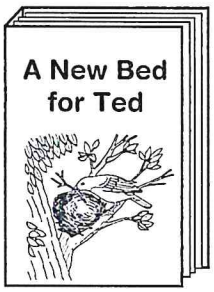
Did you write all of your letters the correct size? **Yes** **No**

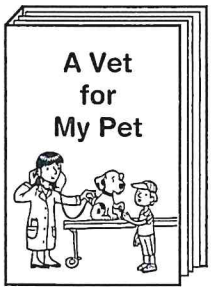
Home Activity Your child practiced writing words with *A* and *a* and the short *a* sound. Have your child draw a picture of two of the words he or she wrote and label the pictures with the words.

Name _____

Read each question. **Write** the correct answer.







a frog a bird a fish

1. Who is Ted? _____

in a nest on the ground in a chair

2. Where does Ted sleep? _____

3. Which book is about pet doctors?

_____

4. Which book could help you learn about feeding your pet?

_____

5. Other than books, where else could you look to learn more about birds?

_____

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Home Activity Your child learned how to select books based on their titles or key words. Together with your child, make a list of topics you may enjoy reading about. Then, if possible, go to the library and choose some age-appropriate books based on your topics of interest.

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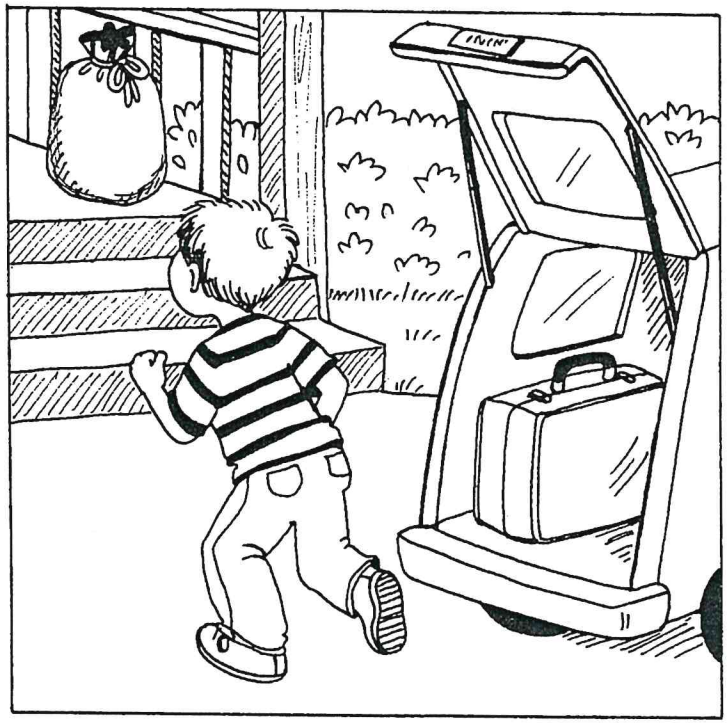


Dad had the bag at the van.

Jack ran back!

Name _____

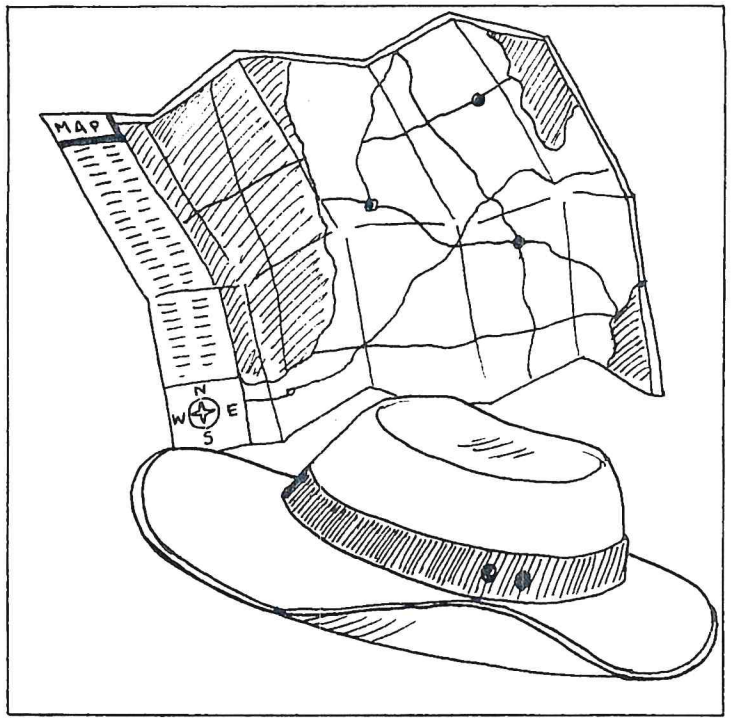
Jack and Dad Pack

Short a			Final *-ck*	High-Frequency Words
at	cap	ran	Jack	I
bag	Dad	sat	back	said
and	had	van	sack	the
bat	hat		pack	look
can	map			

Jack and Dad sat.

"I can pack the bag," said Dad.

"I can pack the sack," said Jack.



"I can pack the map," said Dad.

"I can pack the hat."

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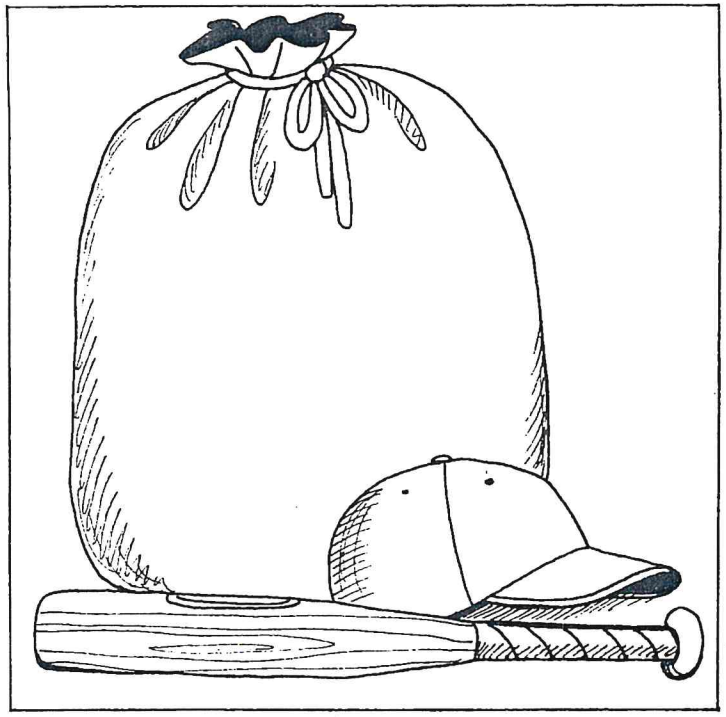

"I can pack the bat and cap," said Jack.

"Look at the sack!" said Dad.

Name _____

Short *a* Words

Find a list word to finish the sentence.
Write it on the line.

1. The bug _____ hop.
2. I _____ sad.
3. His _____ has a van.
4. The dog _____ .
5. I _____ the ball.
6. Look _____ the fox.
7. I fed my _____ .
8. Put the can in the _____ .
9. I know the _____ to go.
10. I want to _____ with you.

Spelling Words

at
can
cat
back
dad
am
bat
mad
ran
sack

High-Frequency Words

way
come

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School + Home

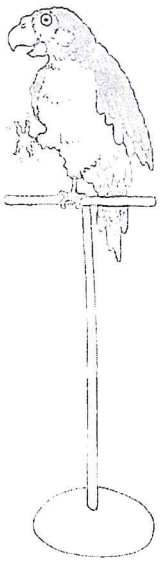
Home Activity Your child wrote spelling words to complete sentences. Help your child make up a new sentence for each spelling word.

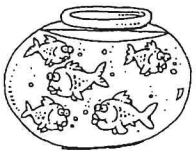
Name _____

Sentences

Tell a story about when you did something with a pet.
Use some words from the box in your sentences.

run play feed watch





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Home Activity Your child learned how to use sentences in writing. Have your child write two sentences that tell about a pet your family has had.

Name _____

Short *a* Words

Circle the word that names the picture.

1.
   sack
   can
   cat

2.
   cat
   bat
   dad

3.
   back
   sack
   bat

4.
   dad
   ran
   mad

5.
   can
   bat
   ran

6.
   can
   ran
   cat

Spelling Words

at
can
cat
back
dad
am
bat
mad
ran
sack

Say the words. **Circle** the two words that are the same.
Write the word.

7.	can	at	at	am	7.	_____
8.	back	sack	at	back	8.	_____
9.	ran	am	can	am	9.	_____
10.	ran	mad	mad	dad	10.	_____

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Home Activity Your child has been learning to spell words with short *a*. To review what your child has learned, take turns thinking of and spelling simple words with short *a*.

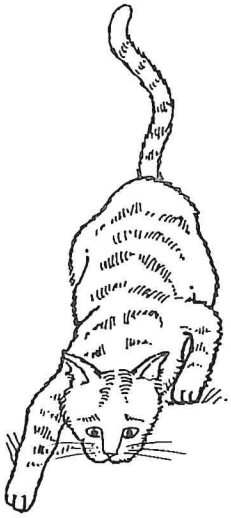
Name _____

Sentences

Mark the group of words that is a sentence.

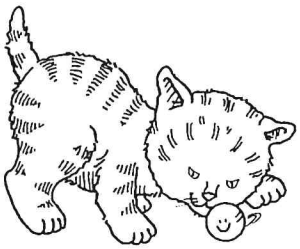
1. ○ Ron gets a pet today.
   ○ a pet today
   ○ gets a pet

2. ○ a big cat
   ○ The pet is a big cat.
   ○ the pet



3. ○ plays with his
   ○ with his cat
   ○ Ron plays with his cat.

4. ○ He rolls the ball to the cat.
   ○ ball to the cat
   ○ rolls the ball to



5. ○ hits the ball
   ○ the ball back
   ○ The cat hits the ball back.

6. ○ and the cat like
   ○ Ron and the cat like the game.
   ○ Ron and the cat

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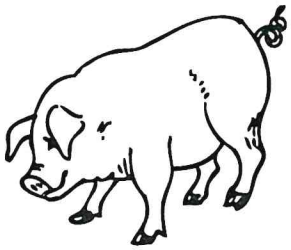
Home Activity Your child prepared for taking tests on sentences. Read a story together. Have your child point out sentences in the story.

Name _____

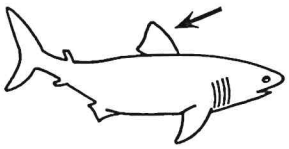
Say the word for each picture.
Write i on the line if you hear the **short i** sound.

pig 

1.
_____
k _____ ck

2.
_____
h _____ ll

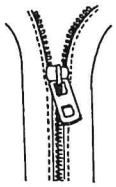
3.
_____
t _____ ck

4. 
_____
f _____ n

5.
_____
p _____ n

6.
_____
d _____ g

7.
_____
w _____ g

8. 
_____
z _____ p

Circle the word to finish each sentence. **Write** it on the line.

9. _____
I _____ go.
will wall

10. _____
Sam _____ the mat.
hip hid

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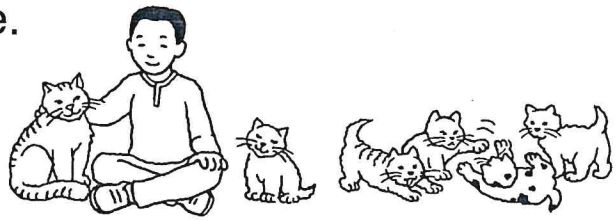
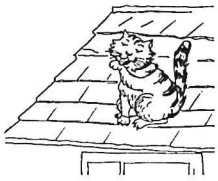
Home Activity Your child practiced creating words with the short *i* sound heard in *pig*. Help your child make up fun rhymes using short *i* words, such as *The big pig in the wig can dig and do a jig.*

Name _____

Read the words in the box. **Pick** a word to finish each sentence. **Write** it on the line. **Remember** to use a capital letter at the beginning of a sentence.



up take she what



1. My cat is _____ .

2. You can _____ two.

3. _____ has a pack.

4. _____ can Nan fix?

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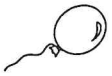
School + Home

Home Activity This week your child identified and read the words *up, take, she,* and *what*. As you read with your child, encourage him or her to point out these words in print.

Name _____

Read the story.
Circle the answer to each question about the story.

Jill and Meg play with a .

They hit the  .

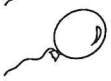
They pop the !

Jill and Meg are sad.

But Dad has a for them.

Jill and Meg play with the .

1. What happens first?
   Jill and Meg play with a .
   Jill and Meg are sad.

2. What happens that is sad?
   Jill and Meg kick the .
   Jill and Meg pop the  .

3. What happens so Jill and Meg are not sad?
   Dad has a for Jill and Meg.
   Dad has a doll for Jill and Meg.

4. What happens last?
   Jill and Meg hit the .
   Jill and Meg play with the .

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Home Activity Your child identified the plot, or what happens in a story, and the problem and solution in a story. Read a short fairy tale and have your child identify a problem and solution.

Name _____

Writing · Fantasy Story

Wise Owl

One day, Janey visited her friend, Wise Owl. He was sad.

"The animals come to ask me questions," he said. "Now I have a question. Whom should I ask?"

"I can help you," said Janey.

"I miss my brother and sister," Wise Owl said. "But my brother lives in the east. My sister lives in the west. I do not know where to go. What should I do?"

"Ask them to visit you!" said Janey.

Wise Owl smiled. "Thank you for your help," he said.

Key Features of a Fantasy Story

- Characters and events are made up.
- Characters do things that real people and animals cannot do.

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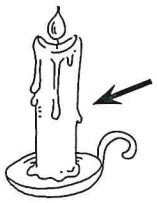
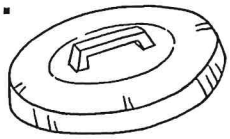
Name _____

Say the word for each picture.
Write x on the line if the word has the same ending sound as **ax**.

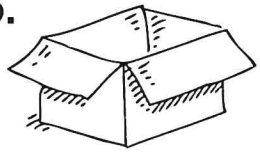
a<u>x</u>

1.
_____
si _____

2. 
_____
wa _____

3. 
_____
li _____

4.
_____
ki _____

5. 
_____
bo _____

6.
_____
mi _____

7.
_____
si _____

8.
_____
fi _____

Write two words that have the same ending sound as **6**.

_____ _____

_____ _____

Read the sentence below. **Underline** the words that have the same ending sound as **ax**.

He saw six wax cats.

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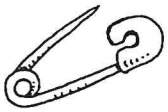
Home Activity Your child practiced creating words that end with *x*. Write *six, mix,* and *fix* on cards. Have your child choose a card, read the word, and use it in a sentence.

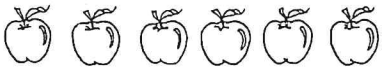
Name _____

Short *i* Words

Write letters to finish the word.

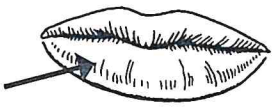


1. p _____



2. s _____

3. w _____

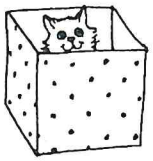


4. l _____

5. s _____

6. m _____

7. f _____



8. i _____

Spelling Words

in
it
did
sit
six
fix
lip
mix
pin
wig

Write the missing words.

it did

9. I hit _____.

10. Yes, I _____.

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Home Activity Your child spelled words with the short *i* vowel sound. Point to a picture on this page and have your child spell the word.

Name _____

Subjects of Sentences

A sentence has a **naming part.** It names a person, place, animal, or thing. The naming part tells who or what the sentence is about.

Pat sees a pig.
↑
naming part

The pig is big.
↑
naming part

Write the naming part of each sentence.

1. My pig is sick.

2. A vet can help the pig.

3. We go to the vet.

4. The pig feels better.

5. My dad thanks the vet.

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Home Activity Your child learned about the naming parts of sentences. Read a story together. Point to several sentences. Ask your child to identify the naming part of each sentence.

Name _____

Story Chart

Title _____

Characters

Beginning

Middle

End of Story

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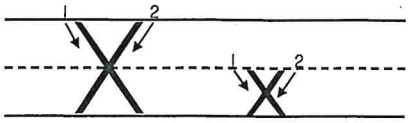
Home Activity Your child planned a story. Share a brief story, and have your child tell what happens at the beginning.

Name _____

Trace and **write** the letters. Make sure you write your letters the correct size.



Copy the words. Leave the correct space between letters.

X-ray _____ six _____

pig _____ Ina _____

mix _____ rip _____

Did you leave the correct space between your letters? **Yes** **No**

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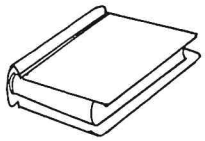
Home Activity Your child practiced writing words with *Ii* and *Xx*. Have your child practice writing each of these letters five more times.

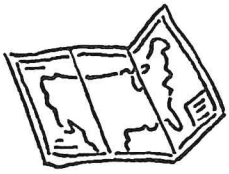
Name _____

Read each question. **Circle** the correct answer.

1. What would you use to read a story about a frog?

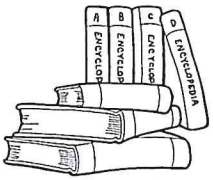


2. What would you use to find the meaning of **vet**?

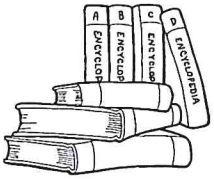


3. What would you use to find more about what vets do?

4. What would you use to find out what time the zoo opens?



5. What would you use to watch a show about animals?



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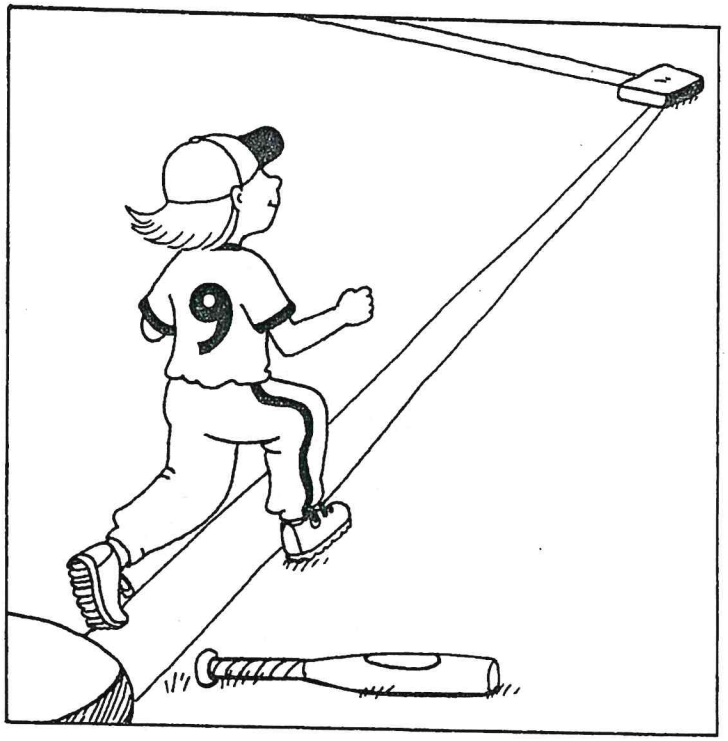
School + Home

Home Activity Your child learned about sources that are available at a library or media center. Together with your child make a list of some of the sources found at a library. If possible, go to the library together and see how many of these sources you can find.



Jill can pick the bat.

Jill is quick!

Jill will win.

Decodable Story *Jill Can!*
Target Skill Short *i*, Consonant *x*/ks/

Jill Can!

Short i			Consonant *x* /ks/	High-Frequency Words
pick	zip	fit	six	is
quick	pin	sit	fix	the
Jill	rip	win		with
will	lid			

Jill is six.

Jill can zip.

Jill can pin the rip.

Jill can fix the lid.

The lid will fit.

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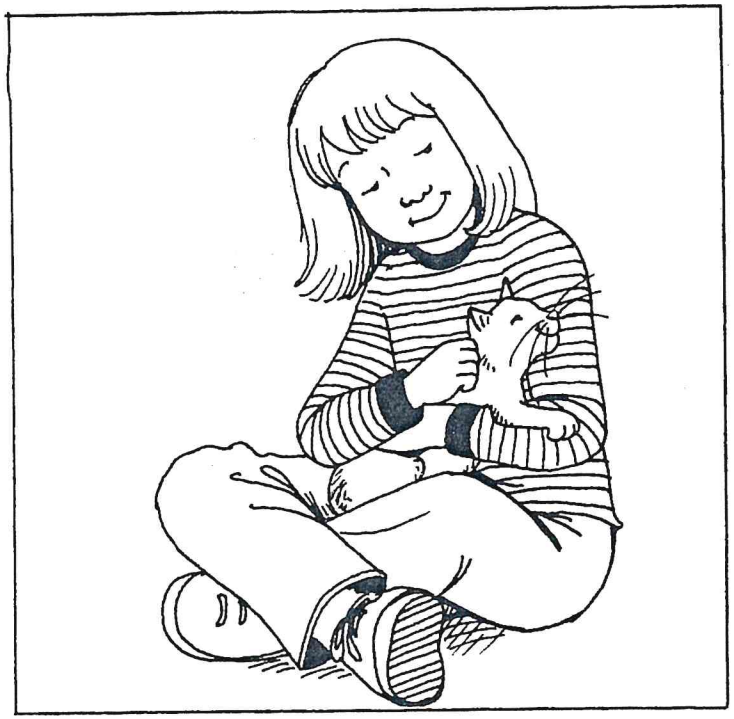

Jill can pat the cat.

The cat will sit with Jill.

Name _____

Short *i* Words

Spelling Words				
in	it	did	sit	six
fix	lip	mix	pin	wig

High-Frequency Words
she
take

Circle a word to finish the sentence. **Write** the word.

1. He is **fix** **six** **pin** . _____
2. I bit my **lip** **did** **sit** . _____
3. Put **sit** **it** **fix** in the box. _____
4. Can she **in** **wig** **fix** it? _____
5. You can **sit** **lip** **six** here. _____
6. His **did** **wig** **in** is red. _____
7. They **pin** **six** **did** not go. _____
8. Help me find a **pin** **sit** **in** . _____
9. I will **did** **pin** **take** the book. _____
10. Can **did** **she** **pin** mix it? _____

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Home Activity Your child wrote spelling words to complete sentences. Read a sentence, say the spelling word, and ask your child to spell the word. Continue with other sentences.

Name _____

Subjects of Sentences

Complete each sentence with a naming part.

1. _____ is my favorite color.

2. _____ is my favorite food.

3. _____ is my favorite day.

Tell about things you like to do. **Write** your sentences.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Home Activity Your child learned how to use naming parts of sentences in writing. Ask your child to underline the naming parts of the sentences he or she wrote on the page.

Name _____

Short *i* Words

Write the missing letters. Then write the words.

1. [ ] [t]
2. [f] [ ] [ ]
3. [ ] [n]
4. [s] [ ] [x]

Spelling Words
in
it
did
sit
six
fix
lip
mix
pin
wig

Write a list word that rhymes with each word.

5. pig _____
6. hip _____
7. lid _____
8. tin _____
9. fit _____
10. six _____

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Home Activity Your child has been learning to spell words with short *i*. To review, draw some circles. Have your child write a short *i* word in each circle.

Name _____

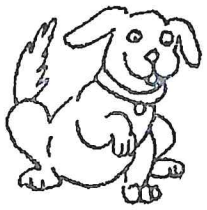
Subjects of Sentences

Mark the sentence that has a line under the naming part.

1. ○ My mom is a vet.
   ○ My mom is a vet.
   ○ My mom is a vet.

2. ○ She helps sick animals.
   ○ She helps sick animals.
   ○ She helps sick animals.

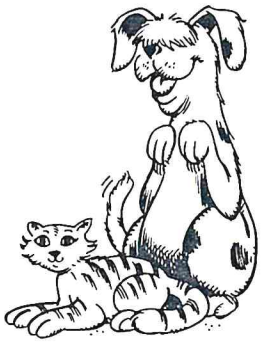
3. ○ That dog cut its leg.
   ○ That dog cut its leg.
   ○ That dog cut its leg.



4. ○ This cat hurt its paw.
   ○ This cat hurt its paw.
   ○ This cat hurt its paw.

5. ○ A vet will fix them.
   ○ A vet will fix them.
   ○ A vet will fix them.

6. ○ The animals like my mom.
   ○ The animals like my mom.
   ○ The animals like my mom.



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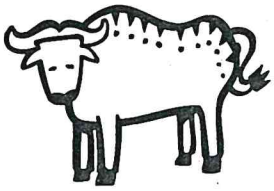
Home Activity Your child prepared for taking tests on the naming parts of sentences. Write simple sentences about your family, such as these: *Anne is your sister. Your mother works at a bank.* Ask your child to circle each naming part.

Name _____

Say the word for each picture.
Circle the picture if the word has the **short o** sound you hear in **top**.

top

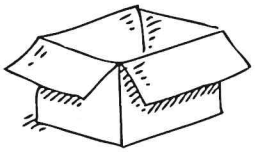
1. 

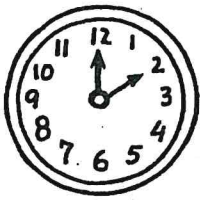
2.

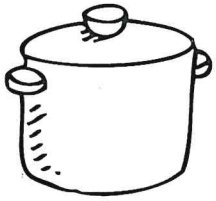
3.

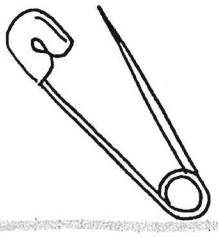
4.

5.

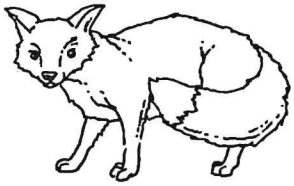
6. 

7. 

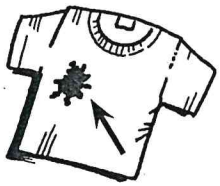
8. 

9. 

10.

11. 

12.

13. 

14.

15.

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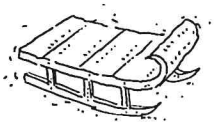
School + Home **Home Activity** Your child practiced creating words with the short *o* sound heard in *top*. Encourage your child to use the short *o* words pictured above in sentences.

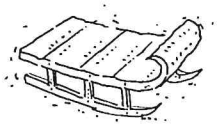
Name _____

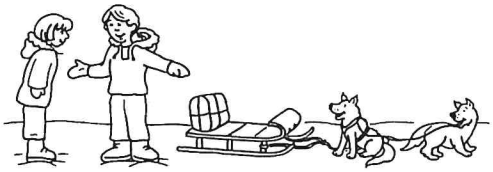
Read the words in the box.
Pick a word to finish each sentence.
Write it on the line.

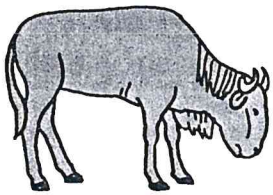
blue	from	help	little	get	use

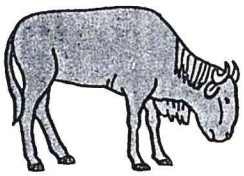
1. Can I _____ your  ?

2. I can take it _____ you.

3. I will _____ a  .

4. My dogs _____ you go. 

5. I see a big _____ ox! 

6. The dogs are _____ . 

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Home Activity This week your child identified and read the words *get, blue, from, help, little,* and *use*. Encourage your child to find these words in everyday print.

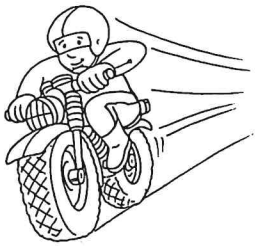
Name _____

Look at each pair of pictures.
Circle the pictures that show characters in settings that make sense. **Think** about what they are doing.

1.

2.

3.



Draw a picture of a character from a story doing something.
Show how he or she feels.

4.

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School + Home

Home Activity Your child learned about characters and places in a story. As you read together, have your child tell you what he or she knows about the characters and settings in the stories.

Name _____

Writing • Short Poem

Kitty

Kitty's eyes are big and green.
She stretches, yawns, and licks her paws clean.

Key Features of a Short Poem

- A short poem has words written in lines that may rhyme.
- It can describe something or can express feelings.

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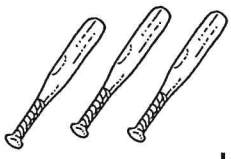
Name _____

Circle a word to match each picture.

pans

1. 

bat bats

2.

mop mops

3.

rock rocks

4.

pig pigs

5.

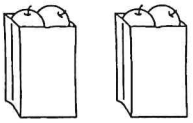
top tops

6.

cap caps

7.

kit kits

8. 

sack sacks

Write a sentence for each word.

9. cats _____

10. wigs _____

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Home Activity Your child identified singular and plural nouns. Have your child name items around the house. Point out the use of *-s* at the end of many plural words, such as *books, apples,* and *bowls.*

Name _____

Short *o* Words

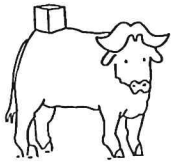
Spelling Words

Mom	hot	hop	pot	pop
ox	lock	mop	got	rock

Write a word that rhymes.

1. sock on a _____

2. hot _____



3. box on an _____

4. block on a _____

5. top by a _____

6. Tom and _____

Draw a line from the word to its shape.
Write the word in the shape.

hot

mop

pop

got

7.

8.

9.

10.

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School + Home **Home Activity** Your child spelled words with the short *o* vowel sound. Help your child spell each word and then think of a rhyming word.

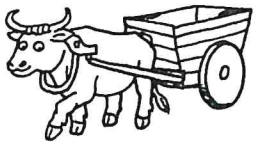
Name _____

Predicates of Sentences

A sentence has an **action part.** It tells what a person or thing does.

The ox **helps.** ↑ action part

He **pulls the wagon.** ↑ action part



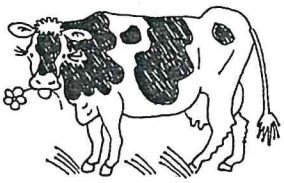
Write the action part of each sentence.

1. The cow gives milk.

_____

_____

_____

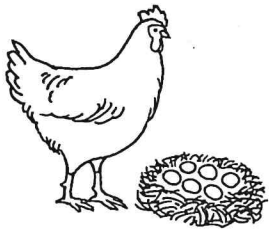


2. Pop milks the cow.

_____

_____

_____



3. The hen lays eggs.

_____

_____

_____

4. Mom gets the eggs.

_____

_____

_____

5. The cat chases mice.

_____

_____

_____

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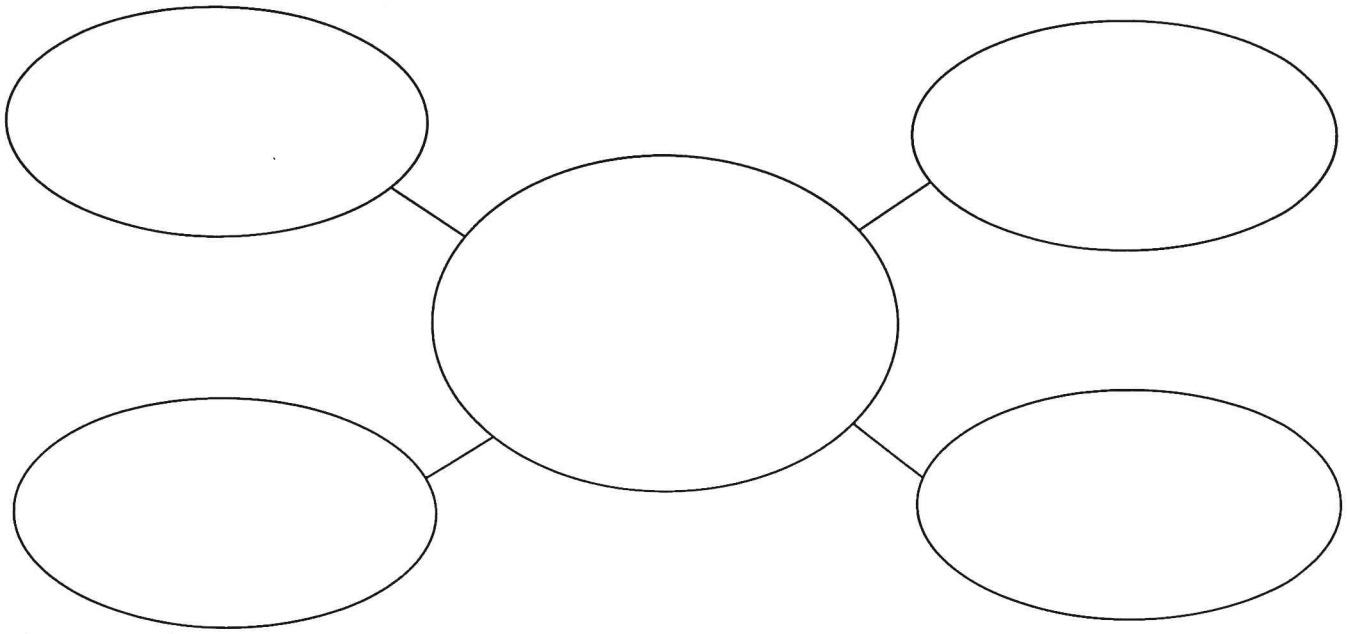
School + Home

Home Activity Your child learned about the action parts of sentences. Read a story together. Point to several sentences. Ask your child to identify the action part of each sentence.

Name _____

Web



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Home Activity Your child is learning about writing a short poem. Talk with him or her about words that rhyme.

Name _____

O o

Copy the words. Write the letters from left to right.

Oz		job	
pot		hot	
box		not	
mom		got	
cob		sob	
doll		rod	
log		fox	

Did you write the letters from left to right? Yes No

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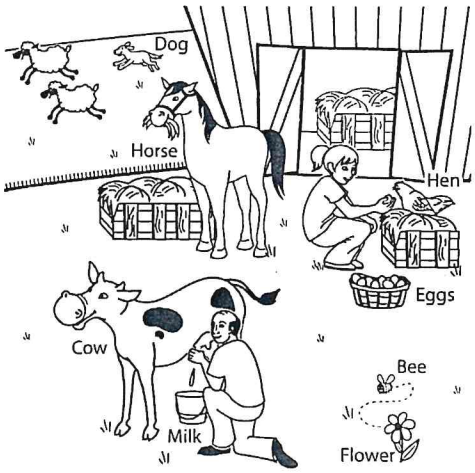
School + Home

Home Activity Your child practiced writing words with *O* and *o* and the short *o* sound. Have your child choose two words from above and write the words three more times.

Name _____

How do animals help people?



1. **Use** the picture to think about a topic. **Write** two topic ideas.

2. **Circle** your favorite topic.

3. **Think** about what else you want to know about your topic. **Write** three questions.

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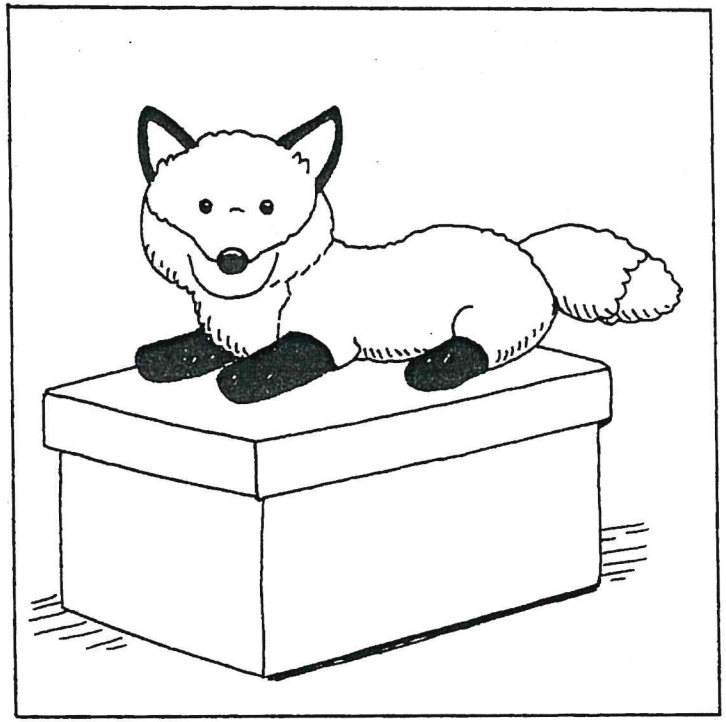
School + Home

Home Activity Your child generated topic ideas for a picture and then formulated questions to research. Discuss topics that your child is interested in and, if possible, look up information about one of the topics.



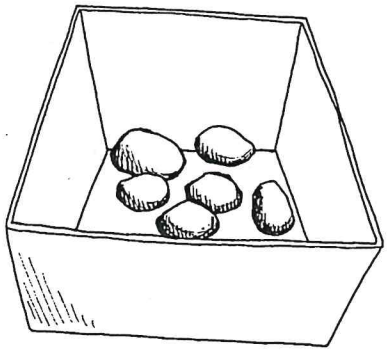
A fox is not in the box.

The fox is on top!

Decodable Story *What Is In the Box?*
Target Skills Skills Short *o*, Plural *-s* + Consonant *s/z/*

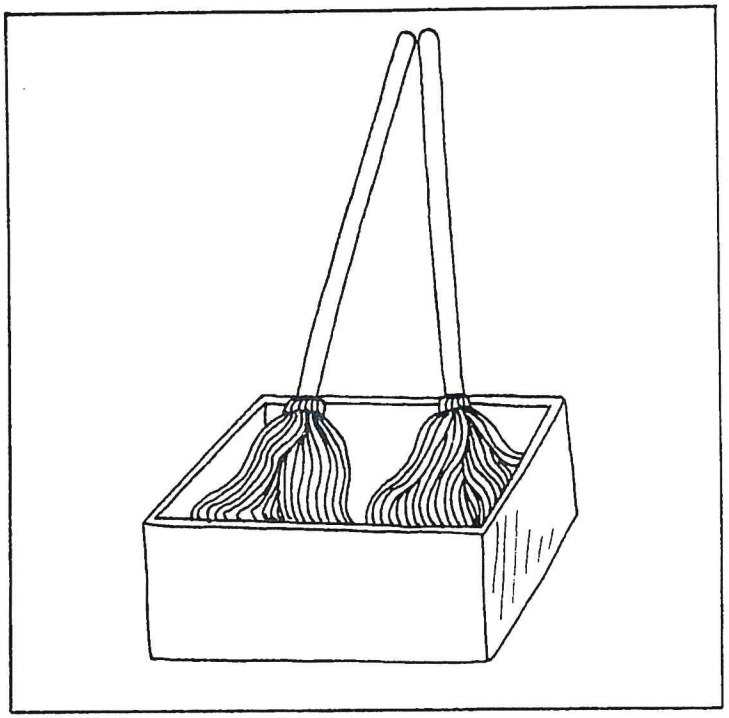
What Is In the Box?

Short *o*		Plural *-s* + Consonant *s/z/*	High-Frequency Words	
box	not	rocks	are	go
fox	on	socks	in	is
got	top	mops	the	what
Dot				



Are rocks in the box?

Six rocks are in the box.



Are mops in the box?

The mops are in the box.

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Dot got the socks.

The socks can go in the box.

Name _____

Short *o* Words

Find a list word to finish the sentence.
Write it on the line.

1. Fill the _____ .
2. She is my _____ .
3. I will _____ up the mess.
4. Frogs can _____ .
5. The sun is _____ .
6. He is my _____ .
7. Put a _____ on his van.
8. I _____ wet.
9. I will _____ my top.
10. Can you _____ me now?

Spelling Words

mom
hot
hop
pot
pop
ox
lock
mop
got
rock

High-Frequency Words

help
use

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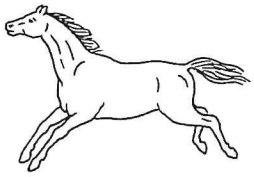
Home Activity Your child wrote spelling words to complete sentences. Have your child make up and write new sentences for several of the words.

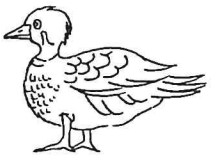
Name _____

Predicates of Sentences

Complete each sentence. **Write** an action part. **Tell** what the animal does.



1. A horse _____.



2. A duck _____.

3. A dog _____.

Tell about things that other animals do. **Use** words from the box or your own words. **Write** your sentences.

swims	jumps	hops	runs

_____

_____

_____

_____

_____

_____

_____

_____

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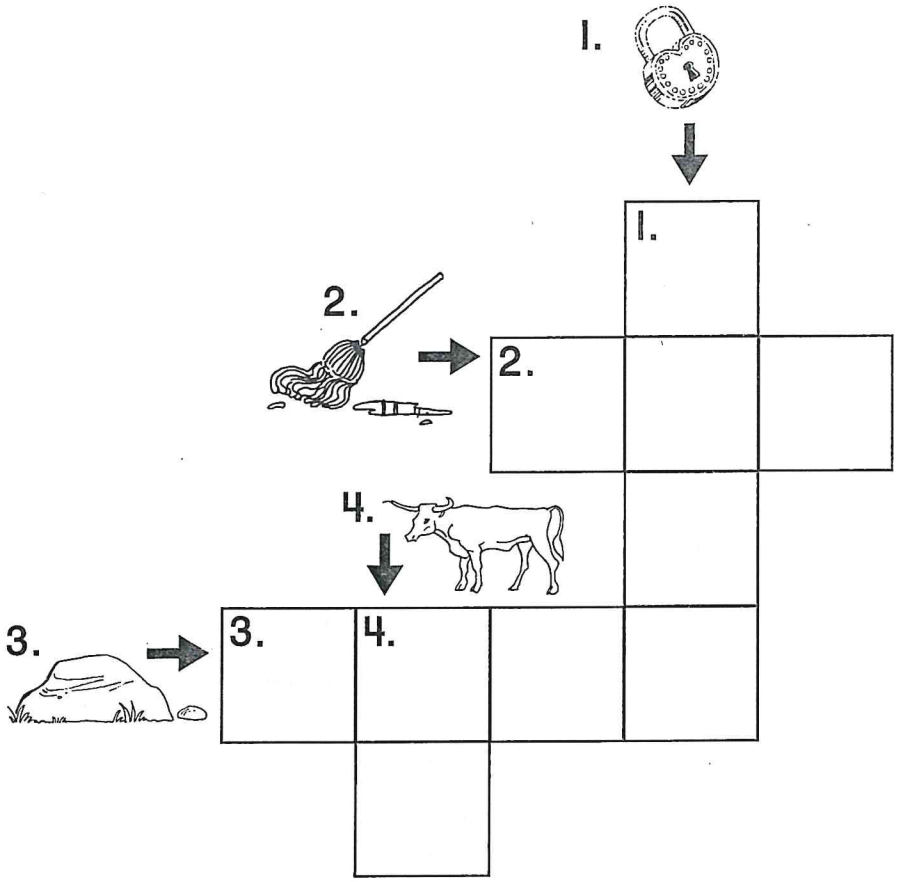
Home Activity Your child learned how to use action parts of sentences in writing. Ask your child to underline the action parts of the sentences he or she wrote on the page.

Name _____

Short *o* Words

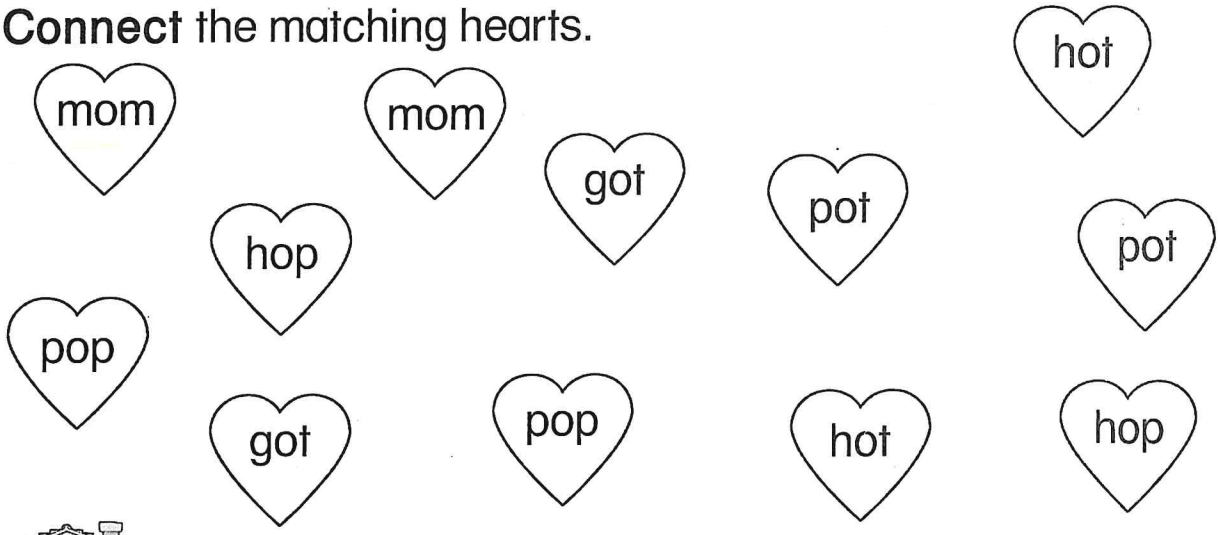
Write the words in the puzzle.



Spelling Words

mom
hot
hop
pot
pop
ox
lock
mop
got
rock

Connect the matching hearts.



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School + Home

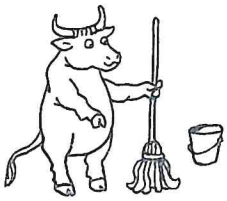
Home Activity Your child has been learning to spell words with short *o*. Have your child think of and write words that rhyme with *spot* or *stop*.

Name _____

Predicates of Sentences

Mark the sentence that has a line under the action part.

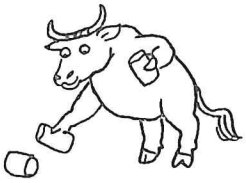
1. ○ Ox gets a mop.
   ○ Ox gets a mop.
   ○ Ox gets a mop.



2. ○ He mops the pigs.
   ○ He mops the pigs.
   ○ He mops the pigs.

3. ○ Mom and Pop ride on Ox.
   ○ Mom and Pop ride on Ox.
   ○ Mom and Pop ride on Ox.

4. ○ Ox gets the cans.
   ○ Ox gets the cans.
   ○ Ox gets the cans.



5. ○ He packs the sack.
   ○ He packs the sack.
   ○ He packs the sack.

6. ○ They take a nap.
   ○ They take a nap.
   ○ They take a nap.

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School + Home

Home Activity Your child prepared for taking tests on the action parts of sentences. Write simple sentences about your family, such as these: *Bill plays football. Your sister feeds the baby.* Ask your child to circle each action part.

Name _____

Add -s to each word.
Write the new word on the line.

1. hop _____

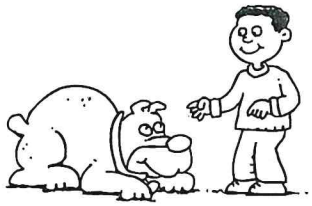
2. sit _____

3. see _____

4. pat _____

5. help _____

Use the words you wrote to finish the sentences.
Write the words on the lines.



6. Jack _____ a big dog.

7. Jack _____ the dog.

8. Jack _____ on a rock.

9. The dog _____ Jack.

10. The dog _____ on Jack.

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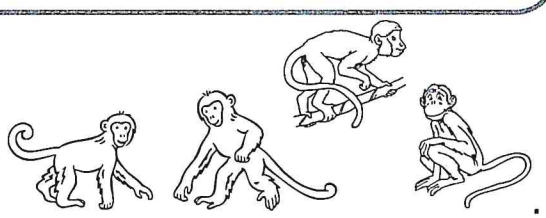
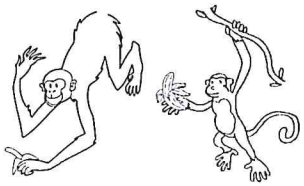
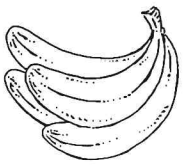
Home Activity Your child added *-s* to verbs. Have your child write the verbs *see, fan, nap, dig, sit, hop, jog,* and *mop,* and add an *-s* to each verb. Have your child pick a verb and use it in a sentence about you, such as *Mommy hops*. Then act out the sentence.

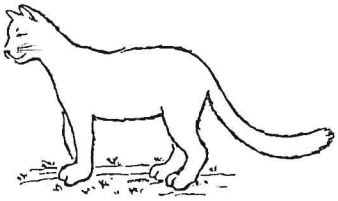
Name _____

Read the words in the box.
Pick a word to finish each sentence.
Write it on the line. **Remember** to begin a sentence with a capital letter.

eat	four	five	her	this	too

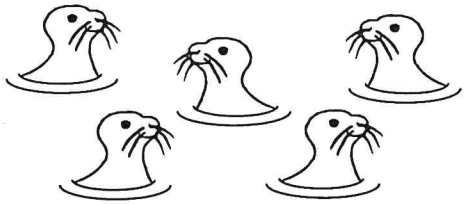
1. We see _____ _____ _____  .

2. The  _____ _____ _____  .

3. _____ _____ _____ is a big cat. 

4. This is a big cat _____ _____ _____ .

5. Can we help _____ _____ _____ ?

6. We see _____ _____ _____  .

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Home Activity This week your child identified and read the words *eat, four, five, her, too,* and *this*. Look through books to find these words in print and have your child read them aloud.

Name _____

Read each story.
Circle the sentence that tells best what the story is about.
Underline a detail that tells about the main idea.
Then **write** the topic of the story.

1. Dan has a cat.
   The cat is tan.
   The cat is fat.
   Dan has a fat, tan cat.

2. **Topic:** _____

   cat mop

3. Whales are big animals.
   Whales have big tails.
   Whales have big fins.
   Whales eat a lot.

4. **Topic:** _____

   fins whales

Write the name of a story you have read.
Draw a picture that shows what the story is about.

5. _____

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Home Activity Your child learned about the main idea and details of a story. As you read stories together, have your child tell you the main idea.

Name _____

Writing • Personal Narrative

The Loon

Last summer my family camped next to a lake. I liked waking up outside. Then I swam all day long!

One morning my dad took me to the lake. "Look!" he said. I saw a beautiful black bird floating on the lake.

"It is a loon," Dad said. "Loons can stay underwater a long time. They can dive deep and swim far. Watch!"

The loon dived underwater. We watched and waited. A minute later, we saw the loon again. I was amazed! It was so far away. We could hardly see it.

"If the loon comes again tomorrow, let's use our binoculars to watch," Dad said. I couldn't wait!

Key Features of a Personal Narrative

- The narrative tells a story about a real event in the author's life.
- It tells how the author feels about the event or gives the author's opinion.

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Name _____

Add -ing to each word.
Write the new word on the line.

1. help _____
2. look _____
3. fix _____
4. lick _____
5. play _____

Use the words you wrote to finish the sentences.
Write the words on the lines.

6. Jan is _____ at the cats.

7. Jan is _____ the cats.

8. The cats are _____ with the can.

9. The big cat is _____ the little cat.

10. Jan is _____ the lock.

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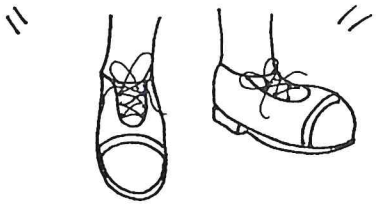
Home Activity Your child added *-ing* to verbs. Have your child write the verbs *lick, rock, kick, eat,* and *mix* on slips of paper. Then have your child add *-ing* to each verb. Have your child pick a slip of paper and act out the word for you to guess.

Name _____

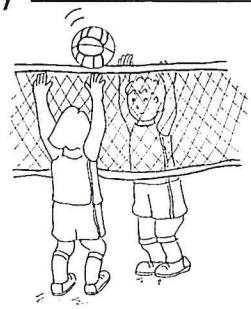
Inflected Ending -s

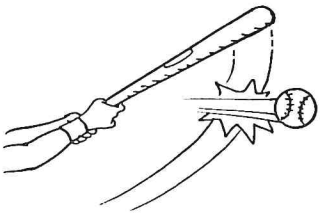
Write list words to finish the sentences.



1. They _____ .

2. It _____ .





3. They _____ .

4. He _____ .

5. They _____ in bed.

6. He _____ in bed.

7. They _____ on mats.

8. She _____ on a mat.

9. They _____ the race.

10. He _____ the race.

Spelling Words

nap
naps
sit
sits
win
wins
fit
fits
hit
hits

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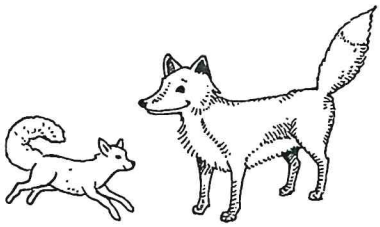
Home Activity Your child spelled pairs of words with and without the *-s* ending. Point to a word on this page and have your child spell the other word in the pair.

Name _____

Declarative Sentences

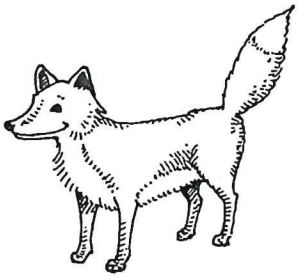
A **telling sentence** tells something. It is a **declarative sentence**. It begins with a **capital letter**. It usually ends with a **period (.)**.

The fox has a kit.
The kit naps.



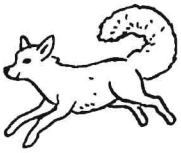
Find the sentence. **Underline** the sentence.

1. The children see a fox.
   the children see a fox



2. they see the kit
   They see the kit.

3. The kit can run.
   the kit can run



4. the fox and kit play
   The fox and kit play.

5. fox naps on the rocks
   Fox naps on the rocks.

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Home Activity Your child learned about telling sentences. Read a story together. Have your child point to sentences in the story and name the capital letter at the beginning and the period at the end.

Name _____

Story Chart

Title _____

Beginning

Middle

End of Story

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Home Activity Your child can plan to write about real events. Share a memory about an event such as a time you saw animals at a zoo.

Name _____

Nn Gg

Copy the words. Slant all of the letters the same way.

Gus		acting	
Nan		fixing	
singing		mixing	
Gil		bumping	
ringing		telling	
adding		packing	
passing		kicking	

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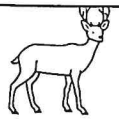
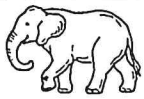
Do all of your letters slant the same way? Yes No

Home Activity Your child practiced writing words with *Nn* and *Gg* and words ending in *-ing*. Name a word from the chart, point to it, and have your child copy it on a separate sheet of paper. Continue with other words.

Name _____

Look at the chart. **Answer** the questions.

Adult Animals	Baby Animals
bear	cub
deer 	fawn
elephant 	calf

1. The topic of Lee's report is "Animals." Will this chart help?

_____

_____

_____

2. Is there enough information in the chart for Lee to write about "Animals"?

_____

_____

_____

3. Lee wants to revise his topic. Use Lee's chart to choose the topic.

   Animals and Their Babies

   Big Animals

4. Why is that a better topic for Lee?

_____

_____

_____

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Home Activity Your child learned how review and revise a topic. Ask your child to choose a topic that is of interest to him or her. Have him or her list some facts about the topic. Then using a reference source, read about the topic and ask your child to revise the facts based on your research.

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Kit sits and sips.

Rob mops up.

Kit naps. Rob naps, too!

Decodable Story *Rob*
Target Skills Inflected ending *-s*, Inflected ending *-ing*

Name _____

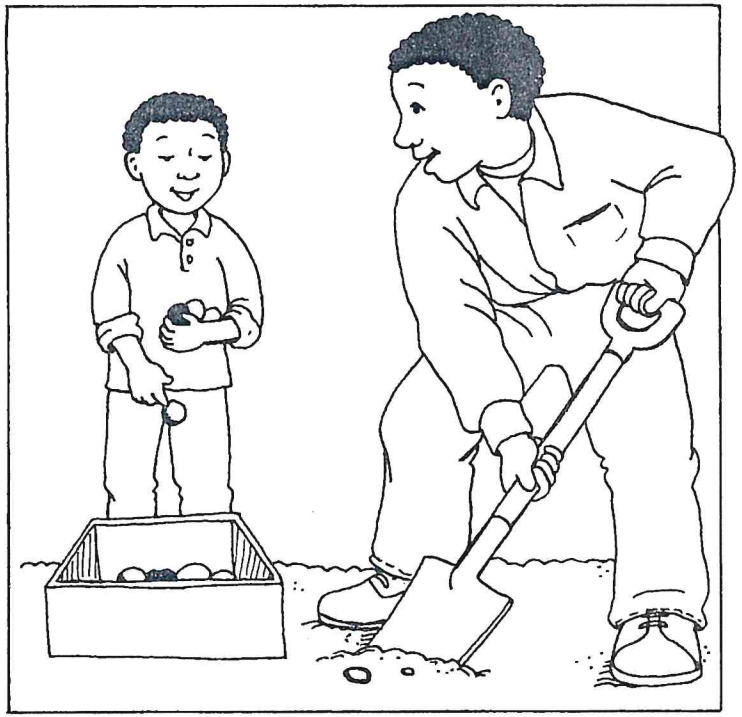
Rob

Inflected ending *-s*		Inflected ending *-ing*	High-Frequency Words	
fills	sips	mixing	do	the
digs	mops	tossing	of	up
picks	naps	fixing	is	too
sits				

Rob will do lots of jobs.

Mom is mixing in the pot.

Rob fills the pan.



Dad digs the rocks.

Rob is tossing the rocks in the box.

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Tam is fixing the rip in the cap.

Rob picks up the pins.

Name _____

Inflected Ending -s

Write list words to finish the sentences.

1. The pups _____.
2. The pup _____.
3. The pups _____ .

4. The pup _____ .

5. I can _____ the game.
6. She _____ all the games.
7. The wind _____ the flag.
8. He can _____ the ball.
9. Will the hat fit her _____ ?
10. My mitt fits _____ .

Spelling Words

nap
naps
sit
sits
win
wins
fit
fits
hit
hits

High-Frequency Words

her
too

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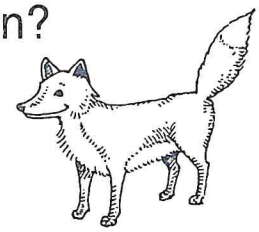
Home Activity Your child wrote spelling words to complete sentences. Have your child circle the list words that end in *-s*.

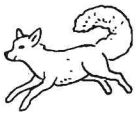
Name _____

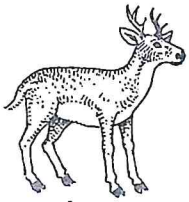
Declarative Sentences

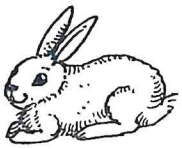
Which animals have you seen?

squirrel


fox


kit


deer


rabbit

Write about an animal you have seen.
Begin and end each sentence correctly.

_____

_____

_____