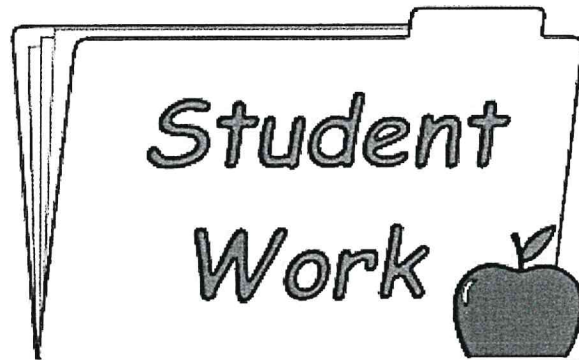


# Unity Elementary School

Part V



## 1st Grade





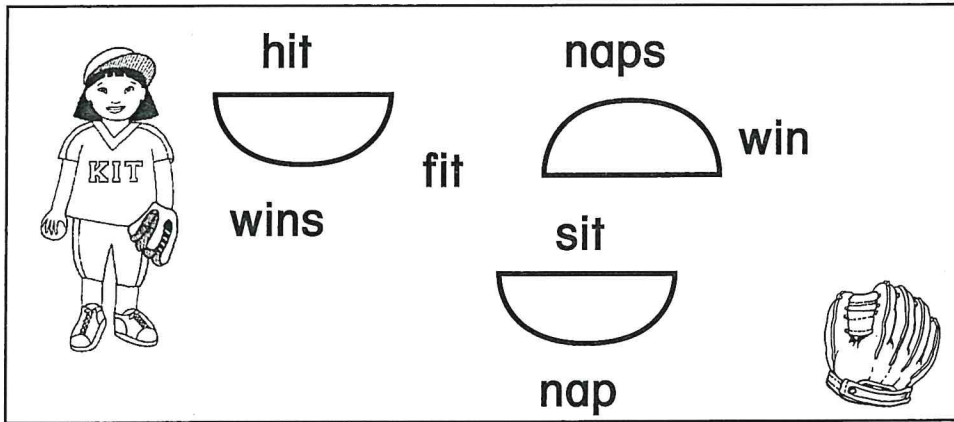
Name \_\_\_\_\_

# Inflected Ending -s

Draw a line to help Kit find her mitt.

Follow the words that rhyme with Kit.

Circle the words. Write the words.



## Spelling Words

nap

laps

sit

sits

win

wins

fit

fits

hit

hits

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Write these words in ABC order.

nap wins sits

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Write these words in ABC order.

win hits naps fits

7. \_\_\_\_\_ 8. \_\_\_\_\_  
9. \_\_\_\_\_ 10. \_\_\_\_\_

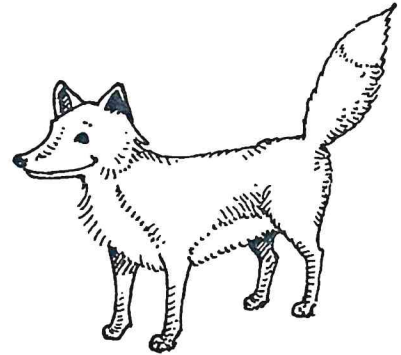


Name \_\_\_\_\_

# Declarative Sentences

Find the sentence. Mark the sentence.

1. ☐ the fox is red.  
☐ The fox is red.  
☐ the fox is red



2. ☐ It has a kit.  
☐ it has a kit.  
☐ It has a kit

3. ☐ the kit is brown.  
☐ the kit is brown  
☐ The kit is brown.



4. ☐ The man has a pan.  
☐ the man has a pan.  
☐ The man has a pan

5. ☐ the pan is tan  
☐ the pan is tan.  
☐ The pan is tan.

6. ☐ the kit sits on the rocks.  
☐ The kit sits on the rocks.  
☐ the kit sits on the rocks



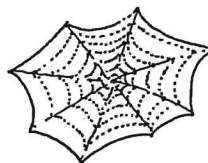
**Home Activity** Your child prepared for taking tests on telling sentences. Name a familiar animal. Have your child say a sentence that tells about the animal.



Name \_\_\_\_\_

Circle the word for each picture.

web

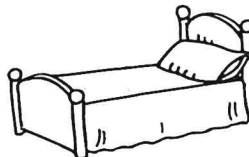


1.



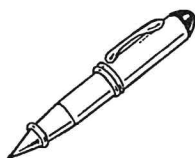
mitt      men      man

2.



bed      bid      bad

3.



pen      pan      pin

4.

10

tin      tan      ten

5.



jam      jet      jog

6.



net      not      nip

Circle the word the completes each sentence.

7. The fat \_\_\_\_\_ sits on my lap.

hen      hat

8. I like my short \_\_\_\_\_ hat.

rid      red



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.

saw      small      tree      your

1. We \_\_\_\_\_ a tree.



2. It was not a big \_\_\_\_\_.



3. Do you like this \_\_\_\_\_ tree?



4. \_\_\_\_\_ tree is not wet.



**Home Activity** This week your child identified and read the words *saw*, *small*, *tree*, and *your*. Make flashcards with one word on each card. Mix them up and have your child read the words.

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 **follow** the directions.

1. Ben has a hen.

The hen is red.

The hen is fat.

Ben has a fat, red hen.

2. What is the topic of the story? **Write.**

\_\_\_\_\_

-----

\_\_\_\_\_

red hen

3. Kim is a kid.

Brad is a kid.

Kim likes to play.

Brad likes to play.

Kim and Brad like to play.

4. **Write** your own main idea for the story.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

5. The bird has a nest in the tree.

The bird is big.

The nest is small.

The tree is tall.

6. **Write** your own main idea for the story.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



**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, or the most important point of the story.

Name \_\_\_\_\_

## Writing • Realistic Story



### Little Squirrels

Luis and Lisa were playing at Lisa's house. They were running around and around.

"You are just like little squirrels!" Lisa's mom said. "The house is not for running! Go outside!"

Luis and Lisa went outside. "Why did your mom say that we are like squirrels?" Luis asked.

There was a big oak tree in the yard. Luis and Lisa sat under it. They watched the squirrels. The squirrels ran up the tree. The squirrels ran down the tree.

"Maybe we are like squirrels because we run so much!" Lisa said.

#### Key Features of a Realistic Story

- The characters, events, and setting seem real.
- Characters do things that really can happen.



Name \_\_\_\_\_

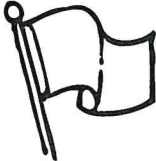
Pick letters from the box to finish each word.


Write the letters on the line.




swim


bl cl cr dr fl fr gr sl sm st


1. \_\_\_\_\_ ag 


2. \_\_\_\_\_ ock 

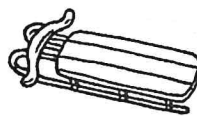
3. \_\_\_\_\_ ap 


4. \_\_\_\_\_ ess 


5. \_\_\_\_\_ ab 

6. \_\_\_\_\_ og 

7. \_\_\_\_\_ ell 

8. \_\_\_\_\_ ed 

9. \_\_\_\_\_ ep 

10. \_\_\_\_\_ in 



Name \_\_\_\_\_

# Short e Words

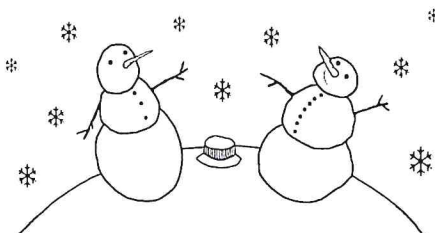
Spelling Words				
bed	men	red	step	ten
net	leg	jet	sled	wet

Write three list words that rhyme with **pet**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Write three list words that rhyme with **Ted**.

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



Write the missing word.

7. Let's make two \_\_\_\_\_ out of snow.
8. We need \_\_\_\_\_ buttons.
9. Do not \_\_\_\_\_ on his hat.
10. Does he need a \_\_\_\_\_ ?

leg  
step  
men  
ten



Home Activity Your child spelled words with the short e vowel sound. Have your child draw and label some of the words.



Name \_\_\_\_\_

# Interrogative Sentences

A **question** is an asking sentence. It is an **interrogative sentence**.  
It begins with a **capital letter**. It ends with a **question mark (?)**.

What will we see?  
Is that a nest?



Put a ✓ by each question.

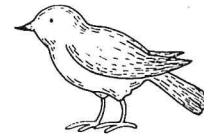
1. Who lives in the nest? \_\_\_\_\_

A bird lives in the nest. \_\_\_\_\_



2. The big bird is red. \_\_\_\_\_

Is the big bird red? \_\_\_\_\_



3. Can the big bird help? \_\_\_\_\_

The big bird can help. \_\_\_\_\_



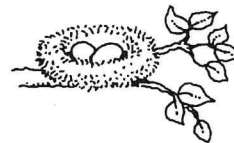
4. I can get the eggs. \_\_\_\_\_

Can you get the eggs? \_\_\_\_\_



5. Where is the egg? \_\_\_\_\_

The egg is in the nest. \_\_\_\_\_



**Home Activity** Your child learned about questions. Read a story together. Have your child find any questions in the story and name the capital letter at the beginning and the punctuation mark at the end.

Name \_\_\_\_\_

# Story Chart

Title \_\_\_\_\_

Characters

Setting

Beginning



Middle



End of Story



Home Activity Your child is learning about realistic stories. Have him or her describe a real place.

Name \_\_\_\_\_

E

e

Copy the words. Write the letters the correct size.

Emma

red

set

ten

leg

vest

bed

hen

fell

jet

net

den

hem

get

Did you write all of your letters the correct size?

Yes

No



**Home Activity** Your child practiced writing words with *E* and *e* and the short *e* sound. Have your child write as many words with *E* or *e* that he or she can think of that are not on this page. You can use the words from above to help your child write rhyming words.

Name \_\_\_\_\_

Look at the lists.

Follow the directions and **answer** the questions.

Wild Animals	Pets
bear	cat
fox	dog
frog	fish
lion	frog
tiger	hamster

1. Think of two more wild animals. **Write** the animal names.

\_\_\_\_\_

\_\_\_\_\_

2. Think of two more pets. **Write** the animal names.

\_\_\_\_\_

\_\_\_\_\_

3. **Circle** the animal that you would like to know more about.  
Share your choice with the class.

4. Think about what else you want to know about your animal.  
**Write** two questions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



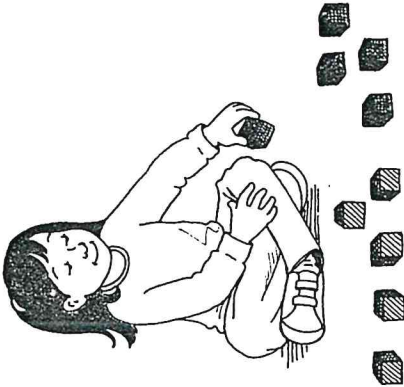
**Home Activity** Your child learned how to identify topics and ask questions about a topic. Ask your child to make up another question about one of the topics above.



“Pick up the blocks,” Mom yells.  
“Peg will help!”

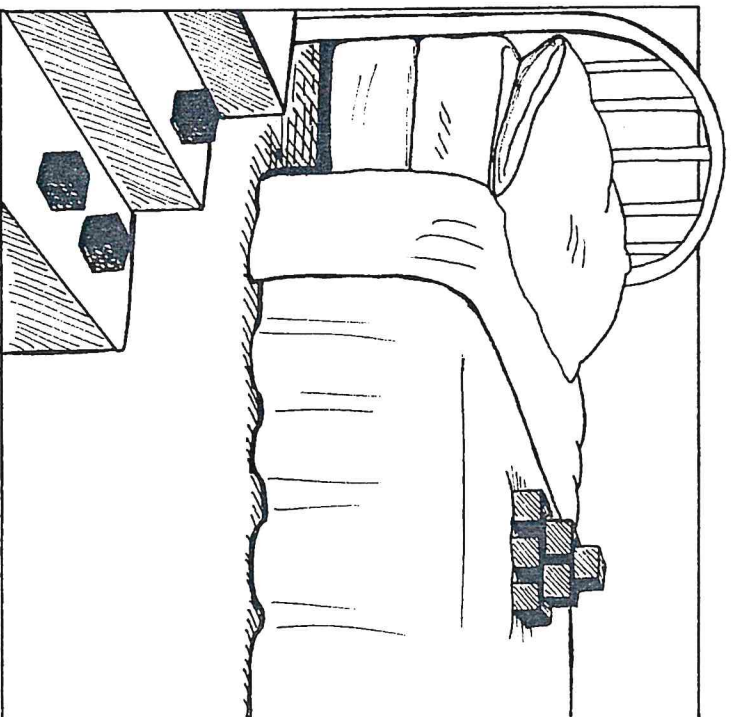
# The Blocks

Short e	Initial consonant blends	High Frequency Words
Meg	beds	the
gets	black	a
ten	step	up
red	stack	help
sets	yells	

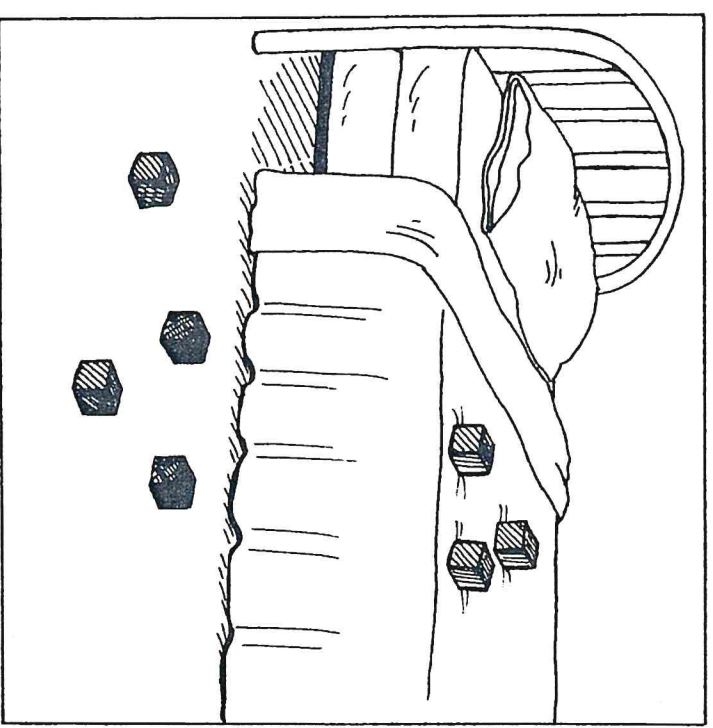


Meg gets ten blocks.  
Meg has red blocks.  
Meg has black blocks.





Meg sets the blocks on the step.  
Meg will stack the blocks on the  
bed.



The blocks fell.  
Peg got Mom.  
“Meg has a mess!”



Name \_\_\_\_\_

# Short e Words

## Spelling Words

bed men red step ten net leg jet sled wet

Choose a word to finish the sentence.

Fill in the circle. Write the word.

1. I made the ☐ bed ☐ men ☐ leg .

2. Do not get me ☐ step ☐ wet ☐ net !

3. Her sock was ☐ sled ☐ jet ☐ red .

4. Kick with your ☐ ten ☐ net ☐ leg .

5. Kim has a ☐ red ☐ sled ☐ wet .

6. A fish is in the ☐ net ☐ ten ☐ step .

7. Sit on the ☐ ten ☐ step ☐ red .

8. I will count to ☐ ten ☐ jet ☐ sled .

Write the words and complete the sentence.

9. I \_\_\_\_\_ sled.

## High-Frequency Words

saw

your

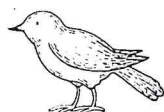


**Home Activity** Your child wrote spelling words to complete sentences. Help your child find other spelling words that make sense in the sentences. For example, sentence 1 could read "I made the net."

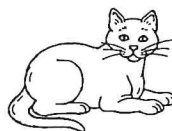
Name \_\_\_\_\_

# Interrogative Sentences

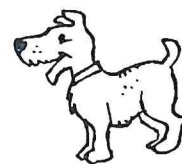
Finish the question. Write an animal name.



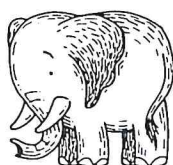
a bird



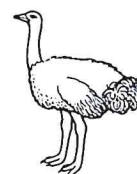
a cat



a dog



an elephant



an ostrich

What does \_\_\_\_\_ look like?

Read the sentence. Change the words to make a question.  
Write the question.

The bird is red.

---

---

---

---

---

---

---

---

---

---



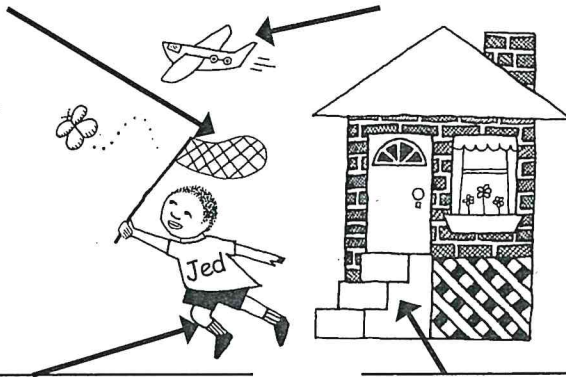
**Home Activity** Your child learned how to use questions when writing. Say a sentence about one of the animals on the page, such as *The elephant is big*. Have your child write your sentence as a question: *Is the elephant big?*

Name \_\_\_\_\_

# Short e Words

Write the words.

1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_

## Spelling Words

bed

men

red

step

ten

net

leg

jet

sled

wet

Circle the word that matches. Write it.

5. bed bed red

6. men wet men

7. ten net ten

8. sled step sled

9. red red sled

10. wet net wet



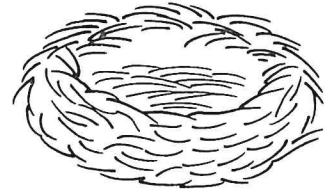
**Home Activity** Your child has been learning to spell words with short e. Have your child think of and write words that rhyme with *set* or *fed*.

Name \_\_\_\_\_

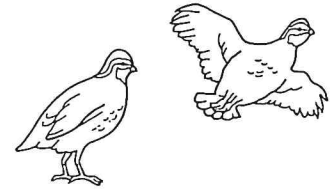
# Interrogative Sentences

Find the question. Mark the question.

1. ☐ The nest big is.  
☐ is the nest big?  
☐ Is the nest big?



2. ☐ Do birds live here?  
☐ Birds do live here.  
☐ do birds live here?



3. ☐ can you see the nest?  
☐ You can see the nest.  
☐ Can you see the nest?

4. ☐ The big twig hit the nest.  
☐ Will the big twig hit the nest?  
☐ will the big twig hit the nest?



5. ☐ are the birds in the nest?  
☐ Are the birds in the nest?  
☐ The birds in the nest are.

6. ☐ Do you see eggs in the nest?  
☐ do you see eggs in the nest?  
☐ You do see eggs in the nest.



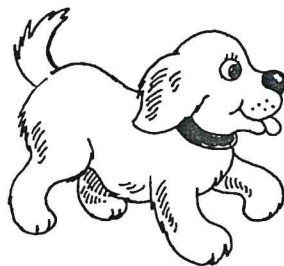
**Home Activity** Your child prepared for taking tests on questions. Together listen to a conversation or an interview on TV. Each time your child hears a question, have him or her say "Question!"



Name \_\_\_\_\_

Say the word for each picture.

Write **u** on the line if you hear the **short u** sound.



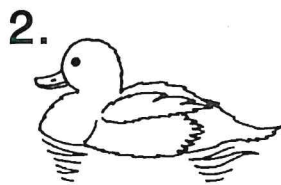
pup



\_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_ g



\_\_\_\_\_

\_\_\_\_\_

d \_\_\_\_\_ ck



\_\_\_\_\_

\_\_\_\_\_

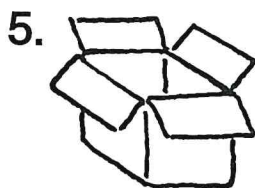
b \_\_\_\_\_ s



\_\_\_\_\_

\_\_\_\_\_

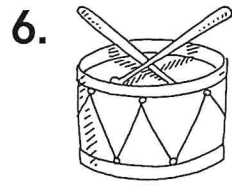
h \_\_\_\_\_ g



\_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_ x



\_\_\_\_\_

\_\_\_\_\_

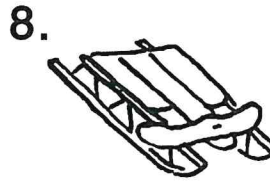
dr \_\_\_\_\_ m



\_\_\_\_\_

\_\_\_\_\_

s \_\_\_\_\_ n



\_\_\_\_\_

\_\_\_\_\_

sl \_\_\_\_\_ d

Write a sentence for each word.

9. mud \_\_\_\_\_

10. plum \_\_\_\_\_



**Home Activity** Your child identified and created words with the short *u* sound heard in *pup*. Work with your child to write words that rhyme with *rug*.

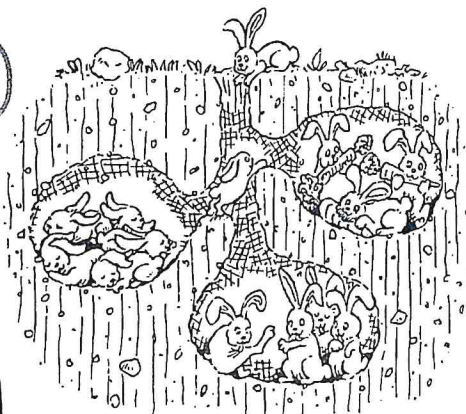
Name \_\_\_\_\_

Read the words in the box.

Pick a word to finish each sentence.

Write it on the line.

home      into      many      them



1. This is a \_\_\_\_\_ for



2. We see \_\_\_\_\_



3. Do you see \_\_\_\_\_ ?

4. The



go \_\_\_\_\_ the home.

Draw a picture of you going into your home.

5.

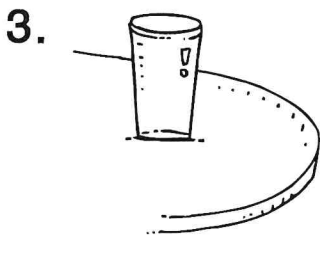
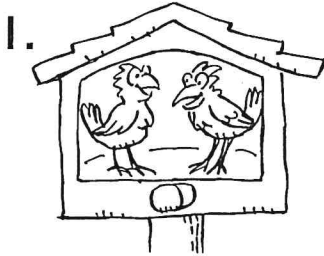


**Home Activity** Your child identified and read the words *home*, *into*, *many*, and *them*. Invite your child to use the words to describe life in his or her home.



Name \_\_\_\_\_

Look at the picture that shows what happened.  
Circle the picture that shows why it happened.



Read the two story sentences. Circle the one that tells what happens.

4. Val is tan.

The pup ran.

5. Sam is sick.

Sam naps in bed.



**Home Activity** Your child learned about cause (why something happens) and effect (what happens). Look for cause and effect with your child. For example, you might point out that when the temperature drops in the fall, frost forms.

Name \_\_\_\_\_

**Writing Prompt:** Write a composition about an animal you like.**Rabbits**

I like rabbits. My mom and I watch rabbits in our yard. We see them in the evening. They eat and play at night. They rest during the day.

Rabbits eat plants. We try to keep them away from our garden.

Rabbits stand very still. They do not want us to see them! If I go too near to a rabbit, it hops away.

I learn a lot by watching rabbits.

Name \_\_\_\_\_

Say the word for each picture.

Circle the letters that finish each word.

Write the letters on the line.



nest

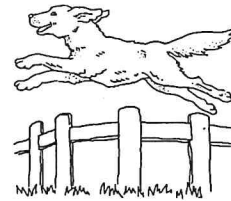
nd nt

1. po



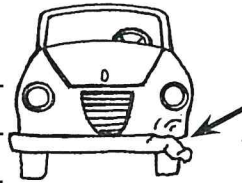
nt mp

2. ju



mp nt

3. de



st nt

4. ca



st mp

5. la



nt nd

6. ha



st nt

7. ve



nt mp

8. te



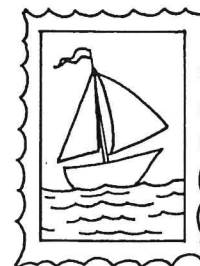
nt st

9. fi



mp st

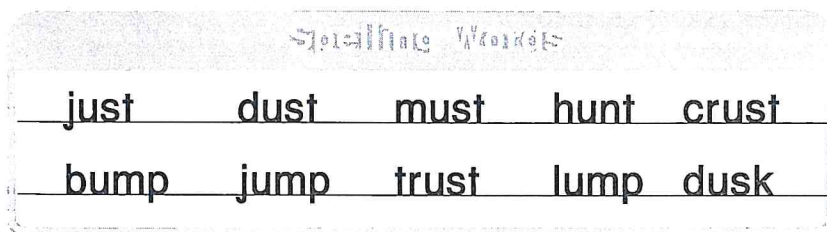
10. sta



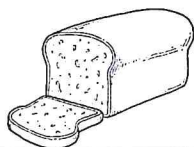
**Home Activity** Your child created words using final consonant blends such as *mp*, *nd*, *nt*, and *st*. Have your child make up sentences using words from this page.

Name \_\_\_\_\_

# Short *u* Words with Final Consonant Blends



Write a list word to name the picture.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Read the clue. Write the list word.

4. It starts with **j**. It rhymes with **must**.

5. It starts with **d**. It rhymes with **husk**.

6. It starts with **h**. It rhymes with **stunt**.

7. It starts with **m**. It rhymes with **just**.

8. It starts with **d**. It rhymes with **bust**.

9. It starts with **tr**. It rhymes with **dust**.

10. It starts with **b**. It rhymes with **pump**.



**Home Activity** Your child wrote words with the short *u* vowel sound. Take turns with your child making up clues and then guessing and spelling the word.

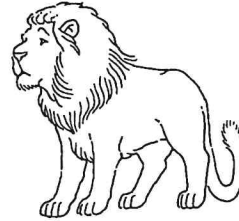


Name \_\_\_\_\_

# Exclamatory Sentences

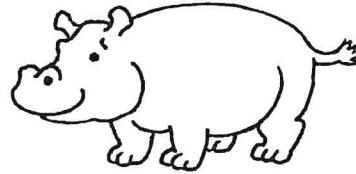
An **exclamatory sentence** is a sentence that shows strong feeling. It begins with a **capital letter**. It ends with an **exclamation mark (!)**.

The animal is big!



**Underline** each sentence that is an exclamation.

1. That hippo is funny!



2. It looks mad!

3. Where does it live?

4. It can live in the mud.

5. Now the hippo is happy!

6. I like the hippo.



**Home Activity** Your child learned about exclamations. Have your child read each exclamation on this page with strong feeling. Then take turns with your child saying exclamations of your own.

Name \_\_\_\_\_



# Composition

## Top-Score Response

Focus/Ideas	A good composition tells about one topic.
Organization	A good composition tells important ideas in an order that makes sense.
Voice	A good composition tells about the topic in a way that is interesting.
Word Choice	A good composition uses clear words.
Sentences	A good composition is written in complete sentences.
Conventions	A good composition has sentences that are punctuated correctly.



**Home Activity** Your child can begin to learn about writing on writing tests. Ask how writing a composition about a topic such as real animals is different from making up a story.



Name \_\_\_\_\_

Q q

U u

Copy the words. Leave the correct space between each letter.

Quin

tub

Uta

sun

quick

quiz

bus

duck

quit

hug

fun

mug

quack

jug

Did you leave the correct space between each letter?

Yes

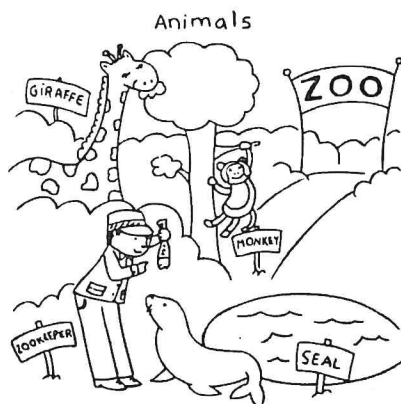
No



**Home Activity** Your child practiced writing words with Qq and Uu and words with short u sound. Have your child copy this sentence as neatly as possible: *Quin and Uta quickly run to the bus.*

Name \_\_\_\_\_

Use the picture to choose and revise a topic.



1. Name three animals you see. **Circle** the animal you would like to know more about.

2. What more would you like to know about this animal? Write two questions.

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3. Use your questions. **Write** your new topic. Ask for help if needed.

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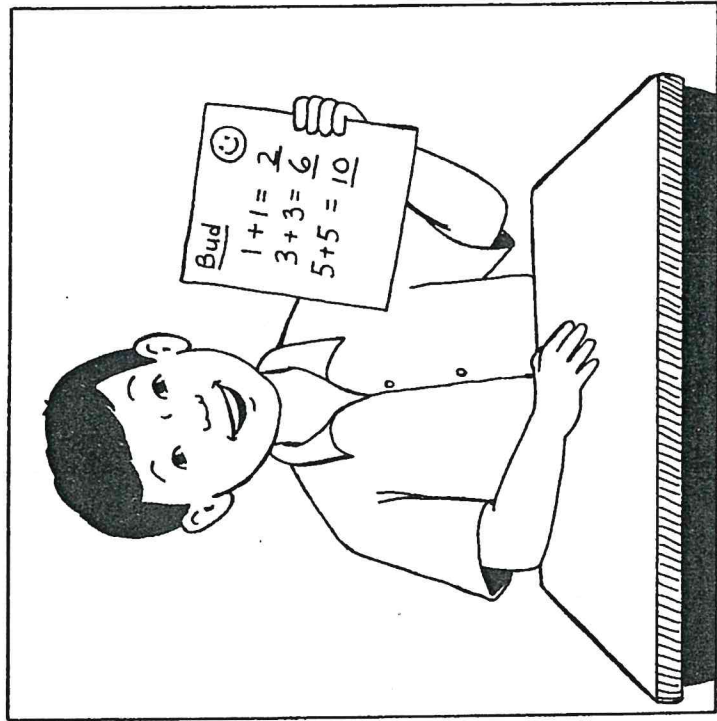
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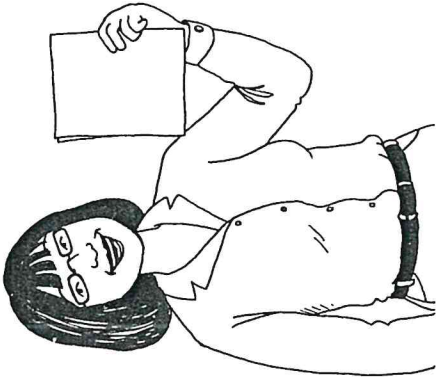
**Home Activity** Your child learned how to answer questions about a topic. Encourage your child to ask questions about the topic "Preparing a Family Meal." After the questions are answered, ask your child if he or she wants to reword the topic.



Bud got the sums.  
Bud did his best.  
Bud did well!

# The Test

Short u	Final Consonant Blends	High-Frequency Words
Huff	test	the
Bud	stuck	a
sum	best	is



"The class will get a test," said Miss Huff.  
"The class will add."

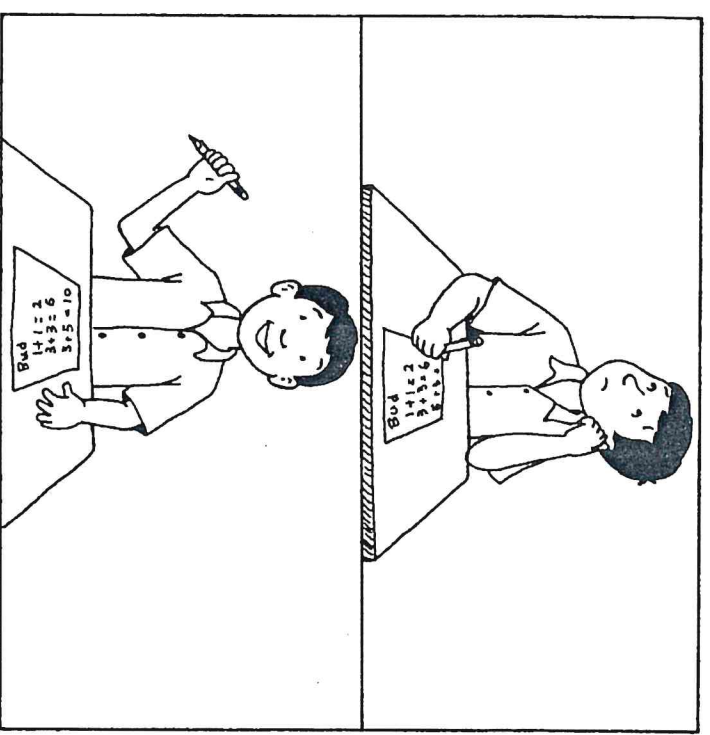


1 + 1. Bud gets the sum.

3 + 3. The sum is six.

The test is fun!

2



5 + 5. Bud is stuck.

Bud must get the sum.

The sum is ten.

3

Name \_\_\_\_\_

# Short u Words with Final Consonant Blends

## Spelling Words

just dust must hunt crust

bump jump trust lump dusk

Write a list word to name the picture.



1. It is \_\_\_\_\_.

2. I see the \_\_\_\_\_.



3. I \_\_\_\_\_ you.

4. I \_\_\_\_\_ want to run.



5. I \_\_\_\_\_ for an egg.

6. Mom eats a \_\_\_\_\_.

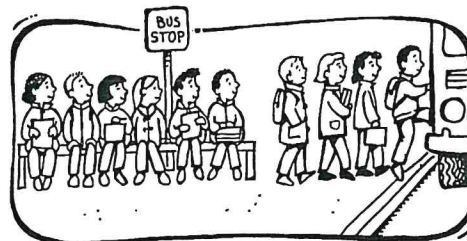


7. I \_\_\_\_\_ into the car.

8. My arm has a \_\_\_\_\_.



9. The car hits a \_\_\_\_\_.



10. We \_\_\_\_\_ go on the bus.



**Home Activity** Your child wrote spelling words to complete a story. Help your child use some of the words in a story about his or her day.



Name \_\_\_\_\_

# Exclamatory Sentences

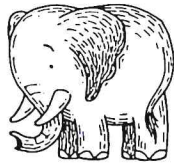
What animal would you like to have?

**Write** about the animal.

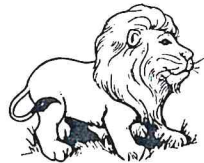
**Use** an exclamation to show how you felt.



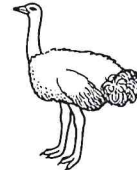
a zebra



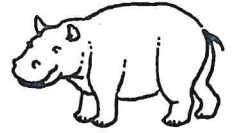
an elephant



a lion



an ostrich



a hippo

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Read the question. **Change** the words to make an exclamation.

**Write** the exclamation.

Is the pet big?

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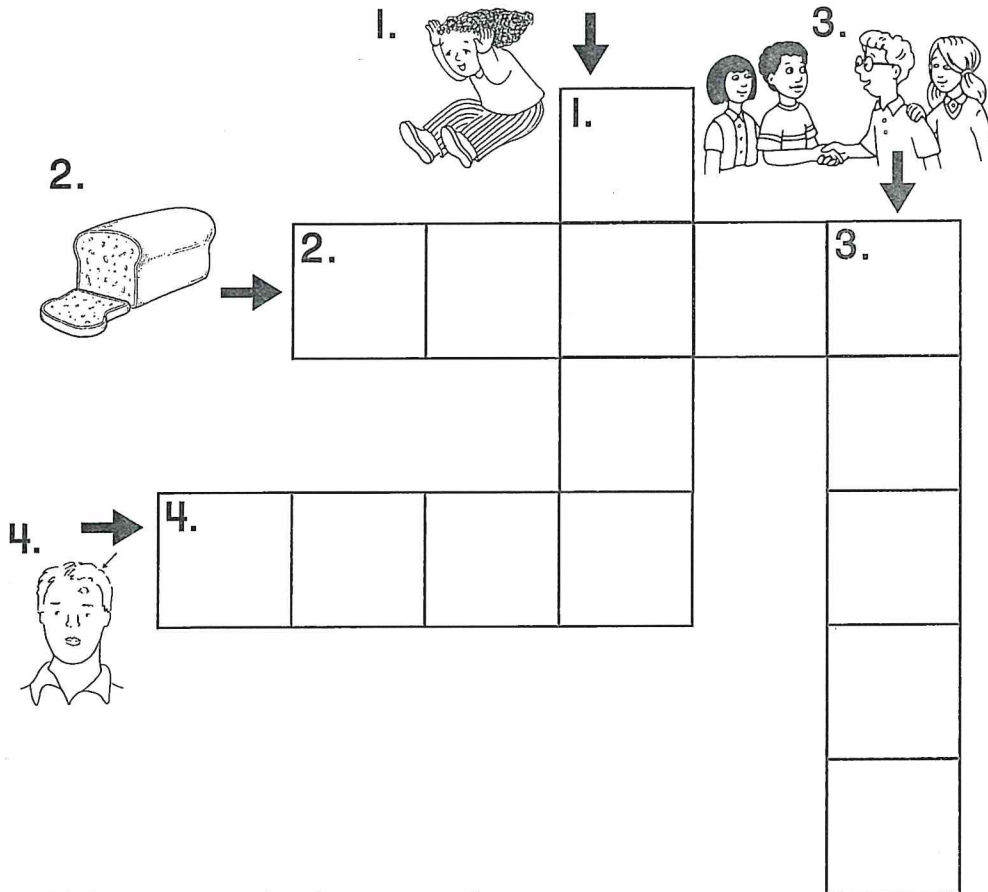


**Home Activity** Your child learned how to use exclamations in writing. Name an object in the room and a word that describes the object (*lamp/bright; sofa/big; pillow/soft; rug/dark*). Have your child write exclamations using the word pairs (*The lamp is too bright! That pillow is so soft!*).

Name \_\_\_\_\_

# Short u Words with Final Consonant Blends

Write the words in the puzzle.



## Spelling Words

just

bump

dust

jump

must

trust

hunt

lump

crust

dusk

Write the missing words.

bump   dusk   must   just

5. Do not \_\_\_\_\_ it.

6. I \_\_\_\_\_ get the ball.

7. I \_\_\_\_\_ want to play.

8. It is \_\_\_\_\_ now.



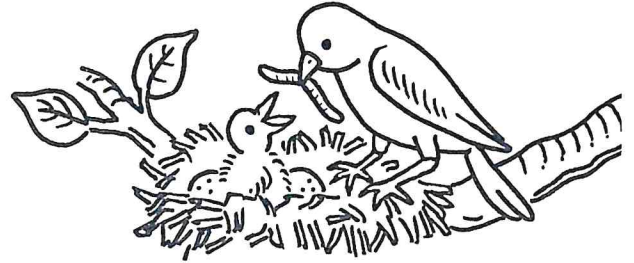
**Home Activity** Your child has been learning to spell words with short u. Help your child find words with short u in library books or schoolbooks.

Name \_\_\_\_\_

# Exclamatory Sentences

Mark the correct exclamation.

1. ☐ the big bird cannot fly!  
☐ The big bird cannot fly!  
☐ The big bird cannot fly



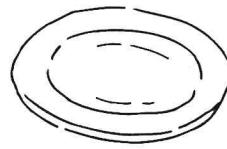
2. ☐ The bird is so big!  
☐ The bird is so big  
☐ the bird is so big!
3. ☐ the zebra loves the park!  
☐ The zebra loves the park  
☐ The zebra loves the park!
4. ☐ Look at the big hippo!  
☐ Look at the big hippo  
☐ Look at the big hippo?
5. ☐ The zebra is fast  
☐ The zebra is fast!  
☐ the zebra is fast
6. ☐ Oh no, the bird fell  
☐ oh no, the bird fell!  
☐ Oh no, the bird fell!



**Home Activity** Your child prepared for taking tests on exclamations. Together read a favorite book. Have your child point out the exclamations and tell how he or she knew they were exclamations.

Name \_\_\_\_\_

Say the word for each picture.  
Write **sh** or **th** to finish each word.



dish



think

1.

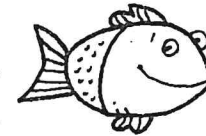
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



op

2.

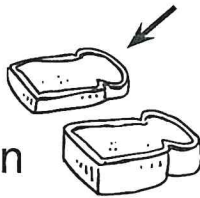
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



fi

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



in

4.

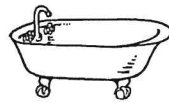
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



ell

5.

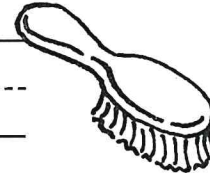
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



ba

6.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



bru

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

path      math

\_\_\_\_\_  
\_\_\_\_\_

7. She walked on the bike \_\_\_\_\_.



drip      ship

\_\_\_\_\_  
\_\_\_\_\_

8. I saw the \_\_\_\_\_ from the beach.



**Home Activity** Your child added the digraphs **sh** and **th** (two letters that together stand for one sound) to complete words. Have your child copy the words that contain **sh** from this page and use as many of those words as possible in one sentence. Repeat using the **th** words.



Name \_\_\_\_\_

Read the words in the box.

Pick a word from the box to finish each sentence.

Write it on the line.

catch      good      no      put      said      want

1. Dad and Bob \_\_\_\_\_ to fish.



2. "You can \_\_\_\_\_ it here," Dad said.



3. "I will," \_\_\_\_\_ Bob.

4. Bob has \_\_\_\_\_ fish yet.



5. Bob can \_\_\_\_\_ that fish!



6. It is a \_\_\_\_\_ fish.



**Home Activity** Your child identified and read the words *catch*, *good*, *no*, *put*, *said*, and *want*. As you read with your child, encourage him or her to point out these words in print.



Name \_\_\_\_\_

**Read** the story.

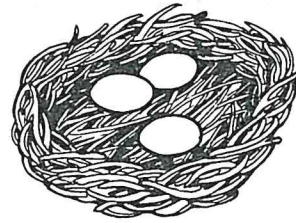
**Follow** the directions.

Ted sees a nest fall from a tree.

It has three blue eggs in it.

Ted picks up the nest.

Ted sets the nest back in the tree.



**1. Write** a sentence that tells what happens at the beginning of the story.

---



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---



---



---



---

**2. Write** a sentence that tells what happens in the middle of the story.

---



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---

**3. Draw** a picture that shows what happens at the end of the story. Then **act out** what happened in the story.



**Home Activity** Your child learned about the order in which things happen in a story. Reread this story with your child. Ask your child to tell you what might happen next in the story.

Name \_\_\_\_\_

## Writing • Friendly Letter



Dear Uncle Karl,

My favorite thing is fishing. I want you to go with me. We can go to the pond down the road. Then we will catch a bunch of fish. It will be really exciting! I hope you can go with me.

Your niece,

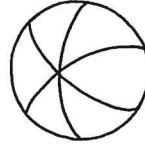
Lynn

### Key Features of a Friendly Letter

- It begins with a greeting and ends with a closing.
- It often tells how the writer feels or gives the writer's opinion.
- It can tell ideas in time order, or sequence.

Name \_\_\_\_\_

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



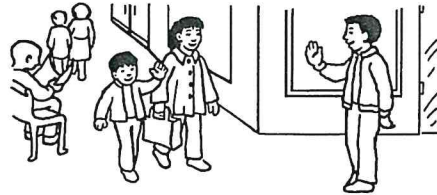
ball

mall mill

\_\_\_\_\_

-----

1. We met Dad at the \_\_\_\_\_.



well walk

\_\_\_\_\_

-----

2. We take a \_\_\_\_\_ and talk.



tell tall

\_\_\_\_\_

-----

3. Dad got a \_\_\_\_\_ bag.

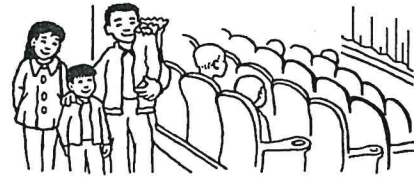


all ill

\_\_\_\_\_

-----

4. We \_\_\_\_\_ go in.

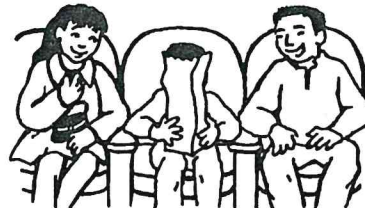


smell small

\_\_\_\_\_

-----

5. I am too \_\_\_\_\_ to see!



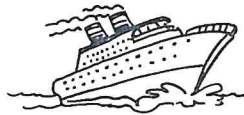
**Home Activity** Your child practiced reading words with the vowel sound heard in *ball* and *walk*. Work with your child to write a list of words that rhyme with *ball*.

Name \_\_\_\_\_

# Words with *sh, th*

Spelling Words				
ship	fish	then	shut	with
rush	shell	shop	trash	thin

Find a list word to name the picture. Write it.



1. \_\_\_\_\_



2. \_\_\_\_\_



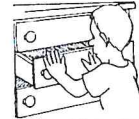
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Unscramble the word. Write the word.

s h u r

7. \_\_\_\_\_

i t h w

8. \_\_\_\_\_

n e t h

9. \_\_\_\_\_

n t h i

10. \_\_\_\_\_



**Home Activity** Your child wrote words with the *sh* or *th* sound. Say a list word. Ask if it has *sh* or *th*. Have your child spell the word.



Name \_\_\_\_\_

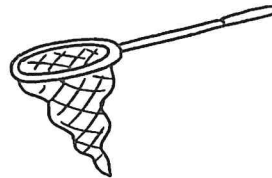
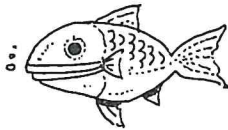
# Common Nouns

A **noun** names a person, a place, an animal, or a thing.

The word **man** names a person. The word **park** names a place.



The word **fish** names an animal. The word **net** names a thing.



Write the noun for each picture. Say a sentence for each noun.

## Person



girl boy

1. \_\_\_\_\_

## Place



city pond

2. \_\_\_\_\_

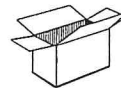
## Animal



cat rabbit

3. \_\_\_\_\_

## Thing



box pan

4. \_\_\_\_\_



**Home Activity** Your child learned about nouns. Read a story together. Have your child point to nouns in the story and tell whether they name people, places, animals, or things.



Name \_\_\_\_\_

## Letter Format

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child is learning about writing letters. Help him or her plan a letter to a relative or family friend.

Name \_\_\_\_\_

S s

H h

**Copy** the words. Write the letters the correct size.

Shem

shack

Hal

dish

shop

rash

fish

mush

wish

cash

shut

Hank

ship

rush

Did you write all of your letters the correct size?

Yes

No



**Home Activity** Your child practiced writing words with Ss and Hh and short vowels. Have your child choose two words from the chart and write the words three more times.

Name \_\_\_\_\_

See the USA  
Contents

Welcome to the USA . . . . .	5
Our Nation's Capital . . . . .	11
National Parks . . . . .	15
Historical Sites . . . . .	19
Big Cities . . . . .	23
Rural America . . . . .	27
Sports Tour . . . . .	35
Beaches, Beaches, Beaches . . . . .	39
Natural Wonders. . . . .	43
Man-Made Fun. . . . .	47

Use this **table of contents** from a travel book to find information.

1. Draw a circle around the page numbers.

2. Put a box around the chapter titles.

3. Write the name of the last chapter.

---



---



---

4. Write the page number on which the chapter "Beaches, Beaches, Beaches" begins.

---



---



---

5. Write the total number of chapters in *See the USA*.

---



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**Home Activity** Your child learned to use the table of contents in a storybook to find information. As you read together, point out the table of contents and encourage your child to help you find information such as the page number for a specific chapter.

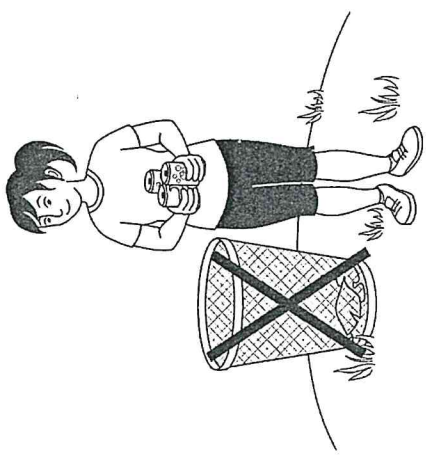


Miss Smith talks with Ned.

“Do not fill the land with trash!”

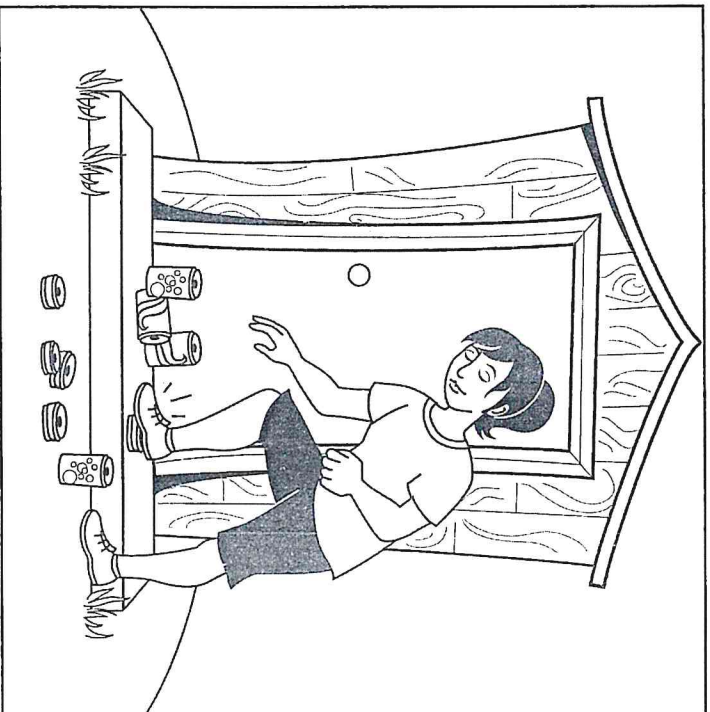
# Cans

Consonant Digraphs	Vowel Sound in <i>ball</i> and <i>walk</i>	High-Frequency Words
shed	all	she
trash	walk	the
crush	talks	to
smash		do



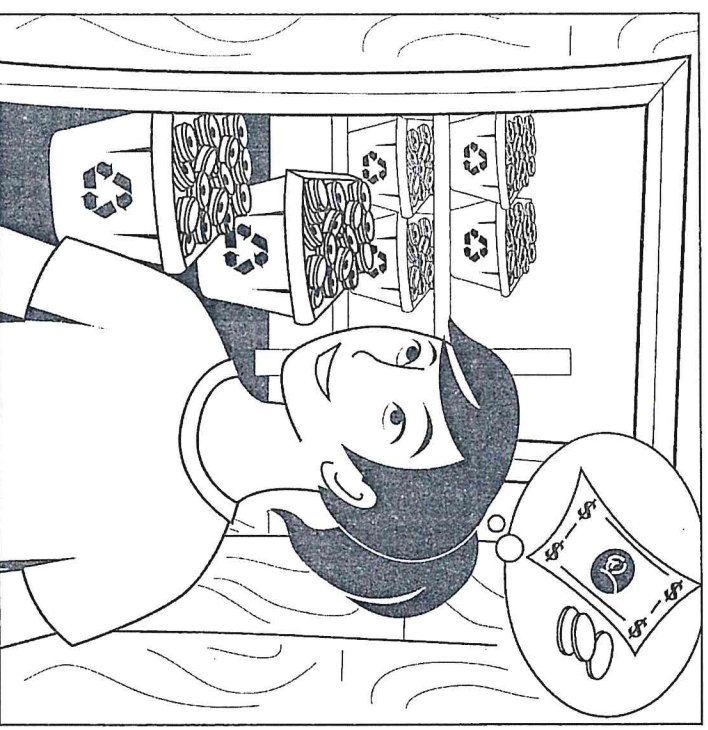
Miss Smith has cans.

She will not fill the trash with cans.



Miss Smith will walk to the shed.  
She will crush and smash the  
cans.

2



Miss Smith will fill all the bins  
with cans.  
Then she will get cash.

3



Name \_\_\_\_\_

# Words with *sh, th*

Find a list word or high-frequency word to finish the sentence.

Write it on the line.

## Spelling Words

ship

fish

then

shut

with

rush

shell

shop

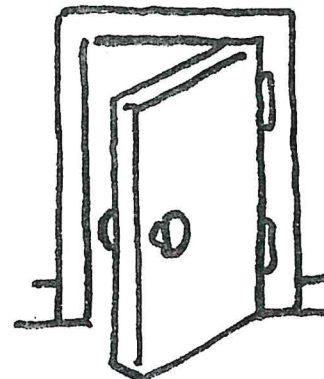
trash

thin

## High-Frequency Words

want

good



1. I will \_\_\_\_\_ home.

2. Will you feed my \_\_\_\_\_ ?

3. Come \_\_\_\_\_ me.

4. Dad did a \_\_\_\_\_ job.

5. Put the paper in the \_\_\_\_\_ can.

6. This egg has a brown \_\_\_\_\_ .

7. Do not \_\_\_\_\_ the door.

8. I \_\_\_\_\_ to buy a new cap.

9. She came on a \_\_\_\_\_ .

10. That dog is \_\_\_\_\_ .



**Home Activity** Your child wrote spelling words and high-frequency words to complete sentences. Ask your child to write a sentence using two or more of the words.




---


1. *Life cycle savings* (the amount of money that is saved over the life cycle)

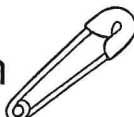
Name \_\_\_\_\_


# Words with *sh*, *th*

Read the clue. Write a list word.

It rhymes with   
 \_\_\_\_\_  
 1. \_\_\_\_\_

It rhymes with   
 \_\_\_\_\_  
 2. \_\_\_\_\_

It rhymes with   
 \_\_\_\_\_  
 3. \_\_\_\_\_

It rhymes with   
 \_\_\_\_\_  
 4. \_\_\_\_\_

## Spelling Words

ship

fish

then

shut

with

rush

shell

shop

trash

thin

Find a list word in each row of letters.  
 Circle it. Write it.

r u s h t e 5. \_\_\_\_\_

t s h u t r 6. \_\_\_\_\_

s h o p t h 7. \_\_\_\_\_

s t r a s h 8. \_\_\_\_\_

w i f i s h 9. \_\_\_\_\_

r w i t h s 10. \_\_\_\_\_

fish  
 shut  
 trash  
 rush  
 shop  
 with



**Home Activity** Your child has been learning to spell words with *sh* and *th*. Have your child circle *sh* and *th* in the spelling words.

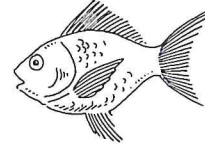
Name \_\_\_\_\_

# Common Nouns

Mark the noun that completes the sentence.

1. Max wants a \_\_\_\_.

- ☐ eat
- ☐ fish
- ☐ will



2. The \_\_\_\_ has a pond.

- ☐ in
- ☐ sit
- ☐ park



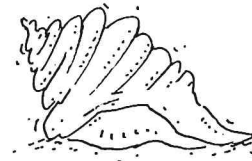
3. Max got a red \_\_\_\_.

- ☐ ball
- ☐ talk
- ☐ this



4. A \_\_\_\_ is in the net.

- ☐ call
- ☐ and
- ☐ shell



5. The \_\_\_\_ gave them a fish.

- ☐ fat
- ☐ woman
- ☐ that



**Home Activity** Your child prepared for taking tests on nouns. Together read a simple piece of mail, such as an ad. Have your child circle the nouns in the article.



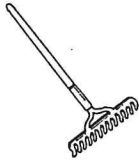
Name \_\_\_\_\_

Circle the word for each picture.



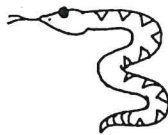
cake

1.



rake rack

2.



snack snake

3.



frog frame

4.



can cane

5.



cape cap

6.



plane plan

Choose a word to finish each sentence. Write the word on the line.

lake lock

7. I like to swim in the \_\_\_\_\_.

plant plate

8. Please put the food on the \_\_\_\_\_.

gum game

9. Will you play this \_\_\_\_\_ with me?

gate skate

10. I can \_\_\_\_\_ fast.



**Home Activity** Your child practiced reading words with the long a sound spelled a \_ e, such as cake. Work with your child to write a list of words that rhyme with cake. Repeat with cave.



Name \_\_\_\_\_

Read the words in the box.

Pick a word to finish each sentence.

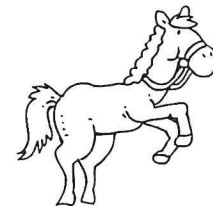
Write it on the line.

be      could      horse      of      old      paper

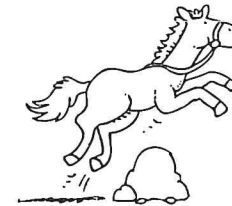
1. Dad gave me a \_\_\_\_\_.



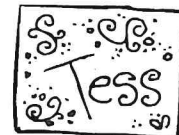
2. She was not \_\_\_\_\_.



3. She \_\_\_\_\_ run and jump.



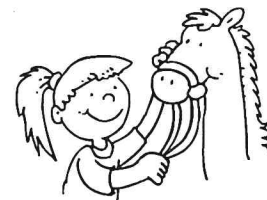
4. I put her name on a \_\_\_\_\_.



5. I can make the horse the color \_\_\_\_\_ a fox.



6. We will \_\_\_\_\_ pals!



**Home Activity** Your child identified and read the words *be*, *of*, *could*, *horse*, *old*, and *paper*. Write these words on small pieces of paper or self-stick notes. Tape them on a mirror or desk for your child to practice every day.

Name \_\_\_\_\_

Look at the first picture that shows what happened.  
Circle the picture that shows why it happened.



Look at the picture that shows what happened.  
Draw a picture that shows why it happened.



**Home Activity** Your child learned about cause (why something happens) and effect (what happens). Call your child's attention to causes and effects by asking questions such as: *What happened?* (effect) *Why did it happen?* (cause)

Name \_\_\_\_\_

## Writing • Brief Composition



### Group Time

Every day we have group time. I work with José and Kim. We help each other with math. Sometimes we change papers. We talk about stories. We answer questions. Then we share with the class.

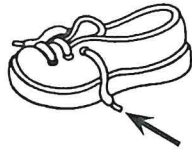
#### Key Features of a Brief Composition

- It tells interesting facts.
- It tells about one topic.

Name \_\_\_\_\_

**Circle** the word for each picture.

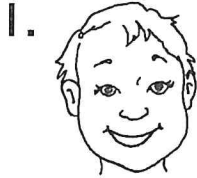
**Write** it on the line.



lace



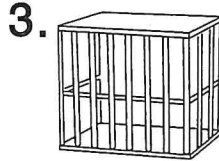
age



face fake



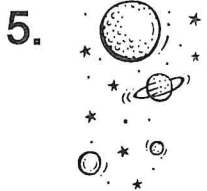
rake race



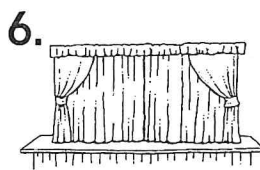
cave cage



wag wage



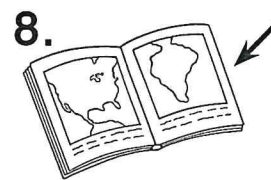
speck space



stage stake



track trace

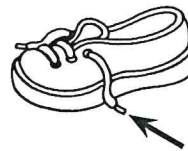


pace page

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

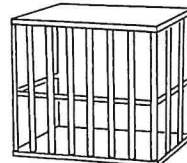
lace brake

9. I tripped on my \_\_\_\_\_.



page cage

10. My pet bird lives in a \_\_\_\_\_.



**Home Activity** Your child practiced reading and writing words that have the sound that *c* stands for in *lace* and the sound that *g* stands for in *age*. Ask your child to write a list of words that rhyme with *lace* and a list of words that rhyme with *age*.



Name \_\_\_\_\_

# Words with Long a

## Spelling Words

face	made	age	safe	take
make	cage	cake	late	name

Write three list words that rhyme with rake.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Write two list words that rhyme with page.

4. \_\_\_\_\_ 5. \_\_\_\_\_

Write the missing word.

safe face name late made

6. Her \_\_\_\_\_ is Bo.

7. Bo \_\_\_\_\_ a dog.

8. Her \_\_\_\_\_ is happy.

9. Is that ball \_\_\_\_\_ ?

10. Can we stay \_\_\_\_\_ ?



**Home Activity** Your child wrote words with the long a sound. Help your child think of words that rhyme with the spelling words.



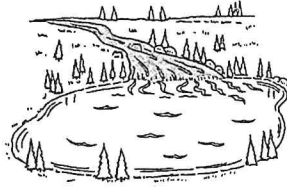
Name \_\_\_\_\_

# Proper Nouns

Special names for people, places, animals, and things are called **proper nouns**. Proper nouns begin with capital letters.



Meg



Rose Pond



Rex



Tell Tower

Look at each picture. **Write** the proper name on the line.  
Say a sentence for each proper noun.



Beth

1. This girl is \_\_\_\_\_.



Hall School

2. Beth goes to \_\_\_\_\_.



Post Road

3. The school is on \_\_\_\_\_.



Coco

4. The class pet is \_\_\_\_\_.



**Home Activity** Your child learned about proper nouns. Read a story together. Have your child point to proper nouns in the story.

Name \_\_\_\_\_

## Idea Web

An idea web diagram template consisting of four rounded rectangular boxes. One box is at the top, and three boxes are arranged below it (two on the left and right, and one centered at the bottom). A vertical line connects the top box to the bottom box, and two vertical lines connect the top box to the two side boxes, forming a 'Y' shape.



**Home Activity** Your child has thought of ideas for writing about how children work together. Share ideas about how people do things together at home.

Name \_\_\_\_\_

P

p

**Copy** the words. Leave the correct space between the letters.

Page

wage

pace

lace

pave

race

tape

shade

cape

pale

cage

pane

face

rage

Did you leave the correct space between your letters?

Yes

No



**Home Activity** Your child practiced writing words with *P* and *p*. Have your child find two pairs of rhyming words in the list above and write the words two more times as neatly as possible.

Name \_\_\_\_\_



**custodian** – a person who helps keep buildings clean and safe



**librarian** – a person trained to work in a library



**teacher** – a person who helps people learn

1. Circle the school helper you would like to know more about.
2. What would you like to know? Write three interview questions.

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3. Ask your interview questions. Write one thing you learned.

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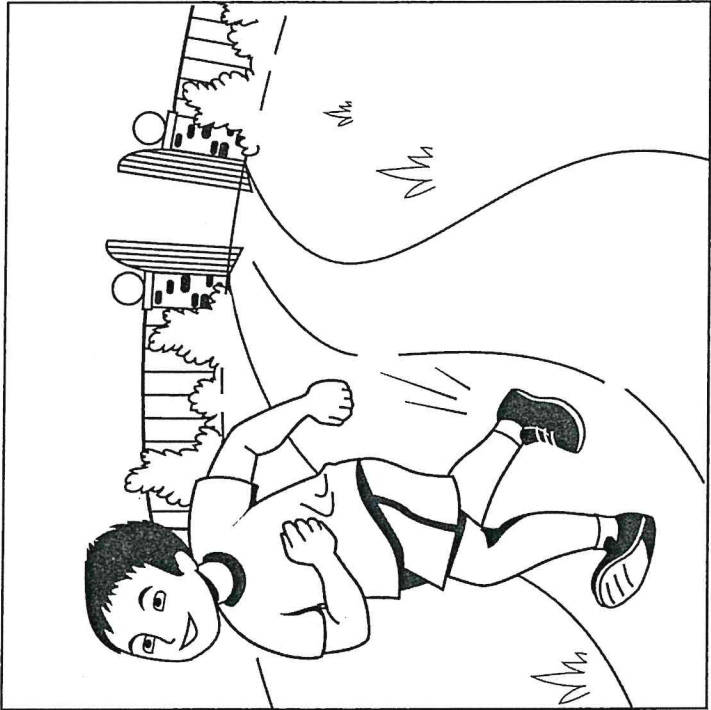
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4. Then act out your interview to share your results with the class.



**Home Activity** Your child learned how to interview. Have your child make a list of family members or friends that he or she would like to interview. Help your child come up with some interesting questions for the interview.



Jake takes the fast lane.  
 See Jake dash past the gate.  
 Jake is fast for his age!

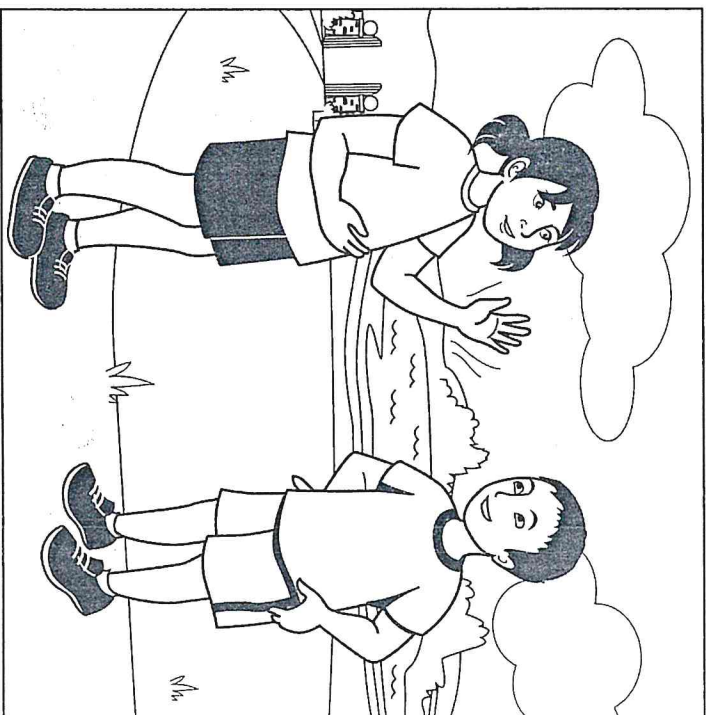
# The Race

Long a: a_e		Consonants c /s/ and g /j/	High-Frequency Words
Jake	gate	lane	I see
lake	late	shape	the is
cake	skates	shade	of for
takes	waves		
ate	came		



Jake waves at Page. “I am in  
 shape!”  
 “I will win the race at the lake.”





Page waves at Jake.

"I came late. I ate lots of cake."

I will get last place."

2



Page walks in the shade.

She is not fast.

"I wish I had skates!"

3

Name \_\_\_\_\_

## Words with Long a

### Spelling Words

face made age safe take

make cage cake late name

### High-Frequency Words

could

old

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

1. I love cake late make!

2. Have a face safe name trip.

3. I made age cake it.

4. What is your made late name?

5. His age face make got red.

6. What is in the cage age face?

7. She won't tell her cake late age.

8. Let's safe made make a kite.

9. I could cage cake stay up late.

10. That is an age old take cage.



**Home Activity** Your child used spelling words to complete sentences. Have your child identify and write as many spelling words as possible to finish this sentence: *This is my \_\_\_\_\_.*

Name \_\_\_\_\_

# Proper Nouns

Finish each sentence with a proper noun.

My teacher is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 (name of your teacher)

My school is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 (name of your school)

Write the names of three children in your class.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tell something about each child.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Home Activity** Your child learned how to use proper nouns in writing. Write sentences about people that you and your child know, such as *Steve is a friend. Maria is our cousin.* Have your child circle the proper nouns in the sentences.

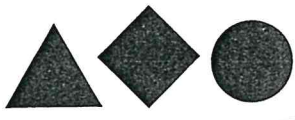
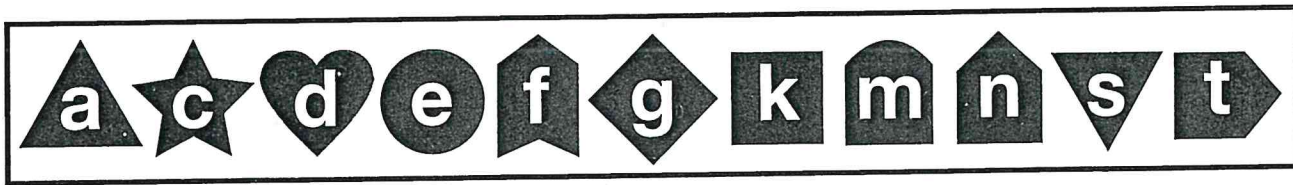
Name \_\_\_\_\_

# Words with Long a

## Spelling Words

face	made	age	safe	take
make	cage	cake	late	name

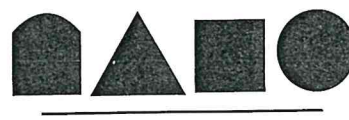
Use this code. Write the words.



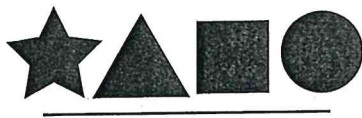
1. \_\_\_\_\_



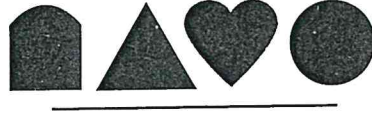
2. \_\_\_\_\_



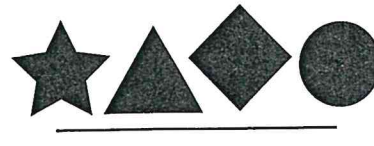
3. \_\_\_\_\_



4. \_\_\_\_\_



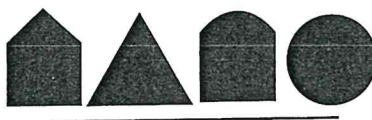
5. \_\_\_\_\_



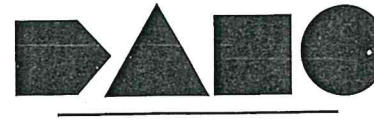
6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

Write the missing letters. Write the word.

10. l \_ \_ t \_ \_

\_\_\_\_\_



**Home Activity** Your child has been learning to spell words with long a. Ask your child to explain how all the list words are alike. (All have long a, and all end in a-consonant-e.)



Name \_\_\_\_\_

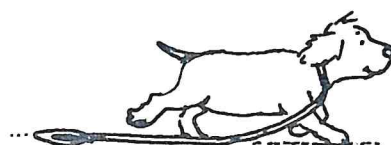
# Proper Nouns

Mark the sentence that uses the proper noun correctly.

1. ☐ This boy is jake.  
☐ This boy is Jake.  
☐ This boy is JAKE.



2. ☐ He has a dog named PIP.  
☐ He has a dog named pip.  
☐ He has a dog named Pip.



3. ☐ This girl is Grace.  
☐ This girl is GRACE.  
☐ This girl is grace.



4. ☐ She has a cat named KIT.  
☐ She has a cat named kit.  
☐ She has a cat named Kit.



5. ☐ The children go to Tam School.  
☐ The children go to tam School.  
☐ The children go to Tam school.



6. ☐ The school is on elm Street.  
☐ The school is on Elm Street.  
☐ The school is on Elm street.



**Home Activity** Your child prepared for taking tests on proper nouns. Together read a short newspaper or magazine article. Have your child circle the proper nouns in the article.