

10

Kindergarten

**Skills 10** | Digital Components

Kindergarten

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# Skills 10

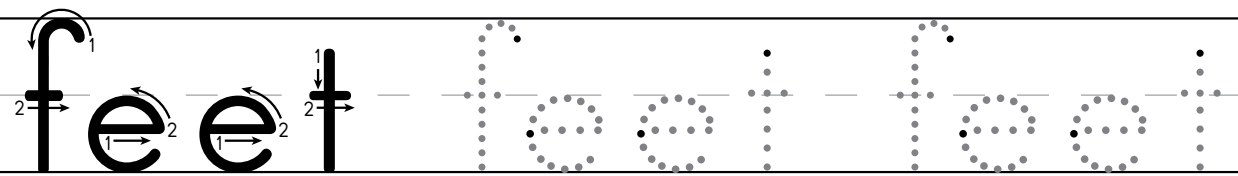
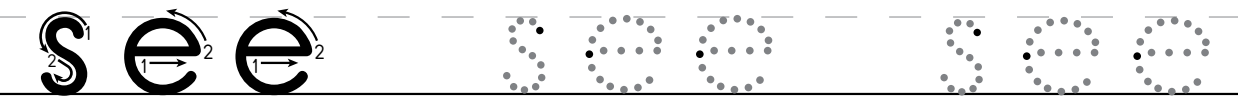
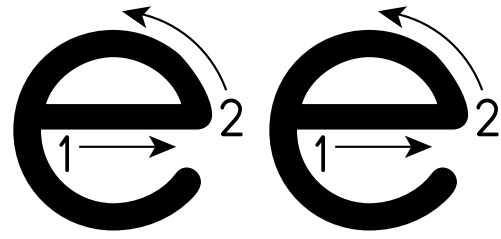
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**Digital Components**

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Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the spellings.



sheep

weeds

feet

queen



**/ee/ > 'ee'**

Green

Lee

keeps

feeds

three

sweet

sheep

1. one9. I17. when25. which2. two10. are18. word26. once3. three11. little19. why27. said4. the12. down20. to28. says5. a13. out21. where29. were6. blue14. from22. no30. here7. yellow15. all23. what31. there8. look16. was24. so

feet

seems

needs

keep

feed

bee

1. That kid \_\_\_\_\_ mad.

2. Dad has socks on his \_\_\_\_\_.

3. Ann \_\_\_\_\_ ten in cash.

1. Mom was stung by a \_\_\_\_\_.

2. What did Zack \_\_\_\_\_ his dog?

3. I will \_\_\_\_\_ my sheep in a pen.

Directions: Have students write each word on the line where it fits best.

## Scott and Lee

1. Scott's dad keeps . . .

- a pig.
- three hens.
- a sheep.

2. The pig is kept in a . . .

- shed.
- pen.
- box.

3. Scott's mom keeps . . .

- a pig.
- three hens.
- a sheep.

4. What is Scott's pet?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Directions: Have students reread the story and answer the questions.

Directions: In the box, have students illustrate a part of the story and then write a caption below.



1. once9. one17. said25. so2. from10. down18. look26. were3. are11. there19. says27. the4. why12. all20. word28. where5. when13. I21. yellow29. little6. a14. what22. to30. two7. which15. blue23. out31. was8. no16. here24. three

**/ee/ > 'ee'**

Lee

sweet

sheep

feel

week

free

feet

weeds

sweep

- |                 |                   |                   |                  |
|-----------------|-------------------|-------------------|------------------|
| 1. <u>one</u>   | 10. <u>no</u>     | 19. <u>says</u>   | 28. <u>which</u> |
| 2. <u>down</u>  | 11. <u>blue</u>   | 20. <u>said</u>   | 29. <u>are</u>   |
| 3. <u>he</u>    | 12. <u>to</u>     | 21. <u>look</u>   | 30. <u>from</u>  |
| 4. <u>were</u>  | 13. <u>the</u>    | 22. <u>yellow</u> | 31. <u>out</u>   |
| 5. <u>two</u>   | 14. <u>little</u> | 23. <u>there</u>  | 32. <u>once</u>  |
| 6. <u>what</u>  | 15. <u>I</u>      | 24. <u>was</u>    | 33. <u>she</u>   |
| 7. <u>word</u>  | 16. <u>three</u>  | 25. <u>when</u>   | 34. <u>so</u>    |
| 8. <u>why</u>   | 17. <u>a</u>      | 26. <u>we</u>     |                  |
| 9. <u>where</u> | 18. <u>here</u>   | 27. <u>all</u>    |                  |

## Red Ants

1. Why was Lee's week bad?

- A dog bit Lee.
- A rat bit Lee.
- Red ants bit Lee.

2. Scott swept the ants from Lee with . . .

- a brush.
- his hand.
- a tree branch.

3. Scott said . . .

- "Munch on Lee."
- "Munch on sweets."
- "Munch on plants and weeds."

Directions: Have students reread the story and answer the questions.

4. What is one thing the ant said?

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Directions: In the box, have students illustrate a part of the story and then write a caption below.

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---



---

1. yellow

2. where

3. no

4. little

5. so

6. to

7. all

8. he

9. one

10. out

11. why

12. I

13. a

14. blue

15. the

16. which

17. two

18. here

19. once

20. says

21. she

22. down

23. was

24. from

25. what

26. word

27. were

28. are

29. said

30. we

31. there

32. look

33. three

34. when

**/ee/ > 'ee'**

Lee

feet

bees

sheep

cheek

sweet

### The Bees

1. What stung Lee on his cheek and feet?

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---

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---

---

1. When did Scott get mad?

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1. What did Scott tell the bees to sting?

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Directions: Have students reread the story and answer the questions.

Directions: Have students answer the questions by writing yes or no.

1. Can a tree sing  
a song?

2. Is there a kid in this  
class with six feet?

3. Are plants from  
seeds?

4. Are the things in a  
shop free?

5. Is there a kid in this  
class with three  
hands?

6. Can a bee buzz?

7. Is a sheep a bug?

8. Are plums sweet?

9. Is grass green?

10. Can we munch  
on rocks?

11. Can plants see?

12. Can a cat sleep?



1. He has red socks on his feet.

2. She sweeps the deck.

3. The grass is long and green.

4. The bed has black sheets.

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

a\_e as in make

Tracing practice for the word "make". The first row shows the word "make" with stroke order arrows: 'm' (1 down, 2 up, 3 right), 'a' (1 circle), 'k' (1 down, 2 right), and 'e' (1 right, 2 up). The second row shows "make" in dotted lines for tracing. The third row shows "make" in dotted lines with a vertical dotted line above the 'k' for tracing. Below are several sets of blank handwriting lines (top, middle dashed, bottom) for independent practice.

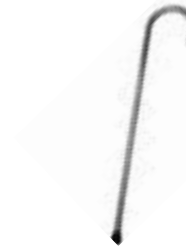
Print the word where it fits best.

1. tape



Two sets of handwriting lines (top, middle dashed, bottom) for writing the word "tape" under the corresponding images.

2. plane



Two sets of handwriting lines (top, middle dashed, bottom) for writing the word "plane" under the corresponding images.

3. skate



Two sets of handwriting lines (top, middle dashed, bottom) for writing the word "skate" under the corresponding images.

**/ae/ > 'a\_e'**

cake

grapes

share

gave

Jade

ate

1. one

2. two

3. three

4. the

5. a

6. blue

7. yellow

8. look

9. I

10. are

11. little

12. down

13. out

14. of

15. funny

16. all

# Cake and Grapes

1. What did Scott share with Jade?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What did Jade share with Scott?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: Have students reread the story and answer the questions.

3. Which kid ate the grapes?

\_\_\_\_\_

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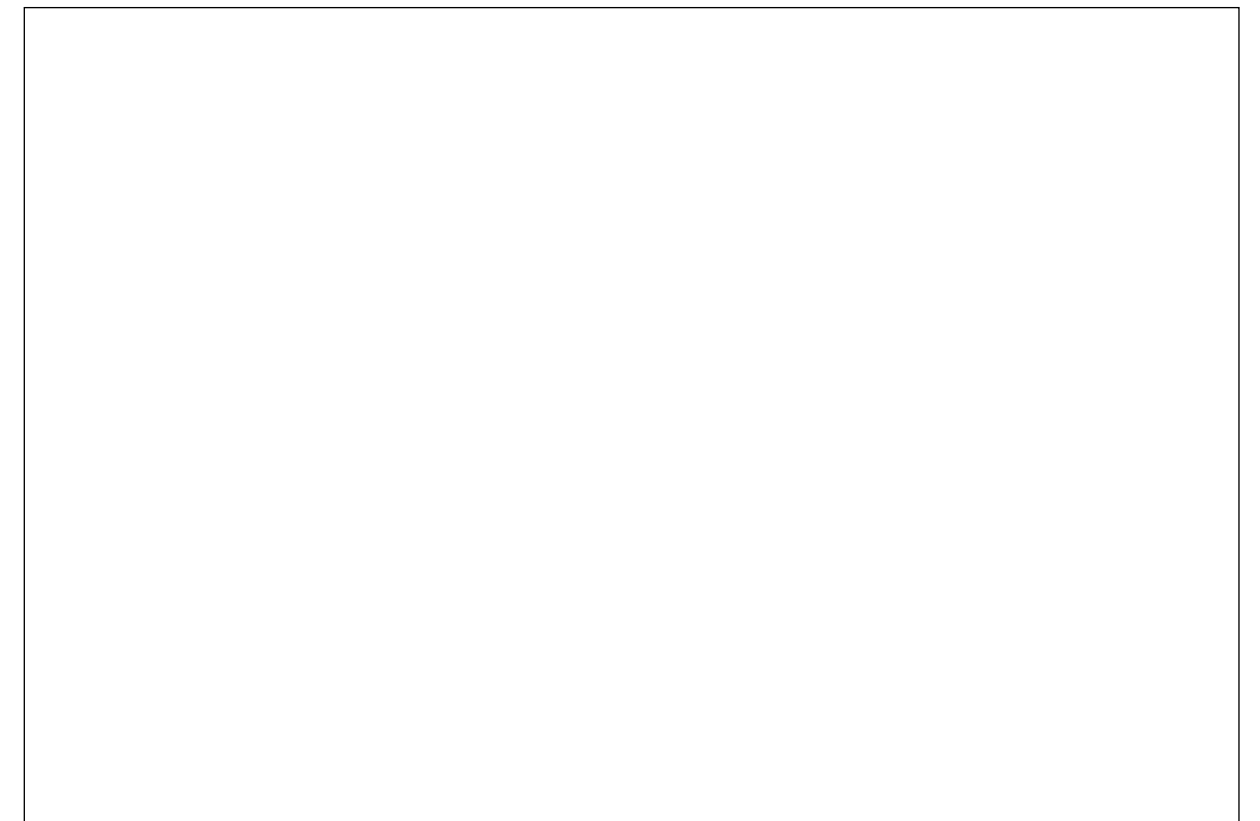
\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



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\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and write a caption below.

1. one

2. two

3. three

4. the

5. a

6. blue

7. yellow

8. look

9. I

10. are

11. little

12. down

13. out

14. of

15. funny

16. all

17. was

Directions: Ask students to circle the word matching the picture.



cap cape



man mane



pan pane



mad made



tap tape



plan plane



scrap scrape



at ate



rat rate



fat fate



cap cape



man mane

**/ae/ > 'a\_e'**

Jade

make

Dave

wave

shape

save



## Fun in the Sand

1. What did the kids **make** with the sand?

---

---

---

---

---

---

---

---

2. What hit the sand man?

- a truck
- a ship
- a **wave**

Directions: Have students reread the story and answer the questions.

3. Did the kids feel sad?

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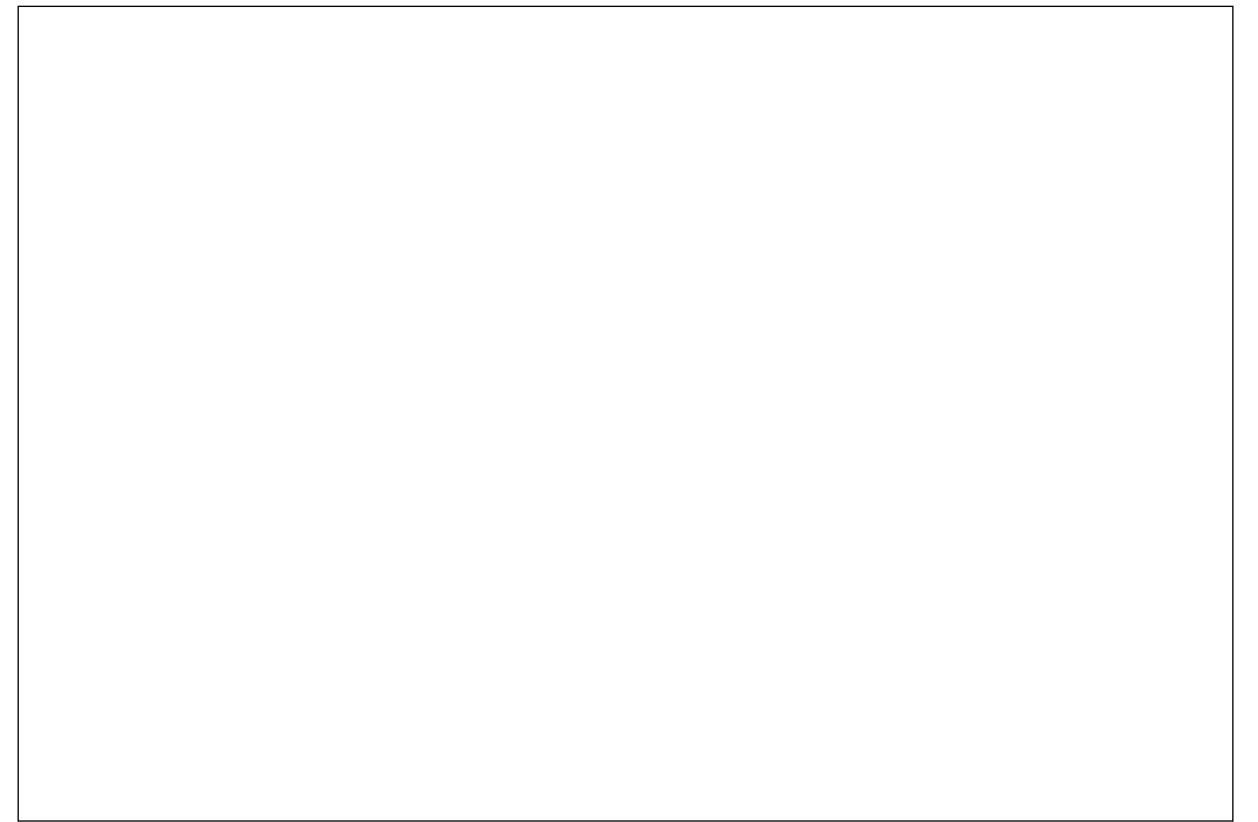
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Directions: In the box, have students illustrate a part of the story and write a caption below.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

1. cake cane

2. we weep

3. date dot

4. they their

5. man mane

6. lake lack

7. rate rake

8. be bees

9. sale stale

10. he heel

11. trade track

12. plate pale

<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>
week	Jade
tree	skates
see	scared
	safe
	scrape
	snake

# Skates

1. When did Jade get skates?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What is one thing Scott asks Jade?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: Have students reread the story and answer the questions.

3. Which kid slips once?

\_\_\_\_\_

-----

\_\_\_\_\_

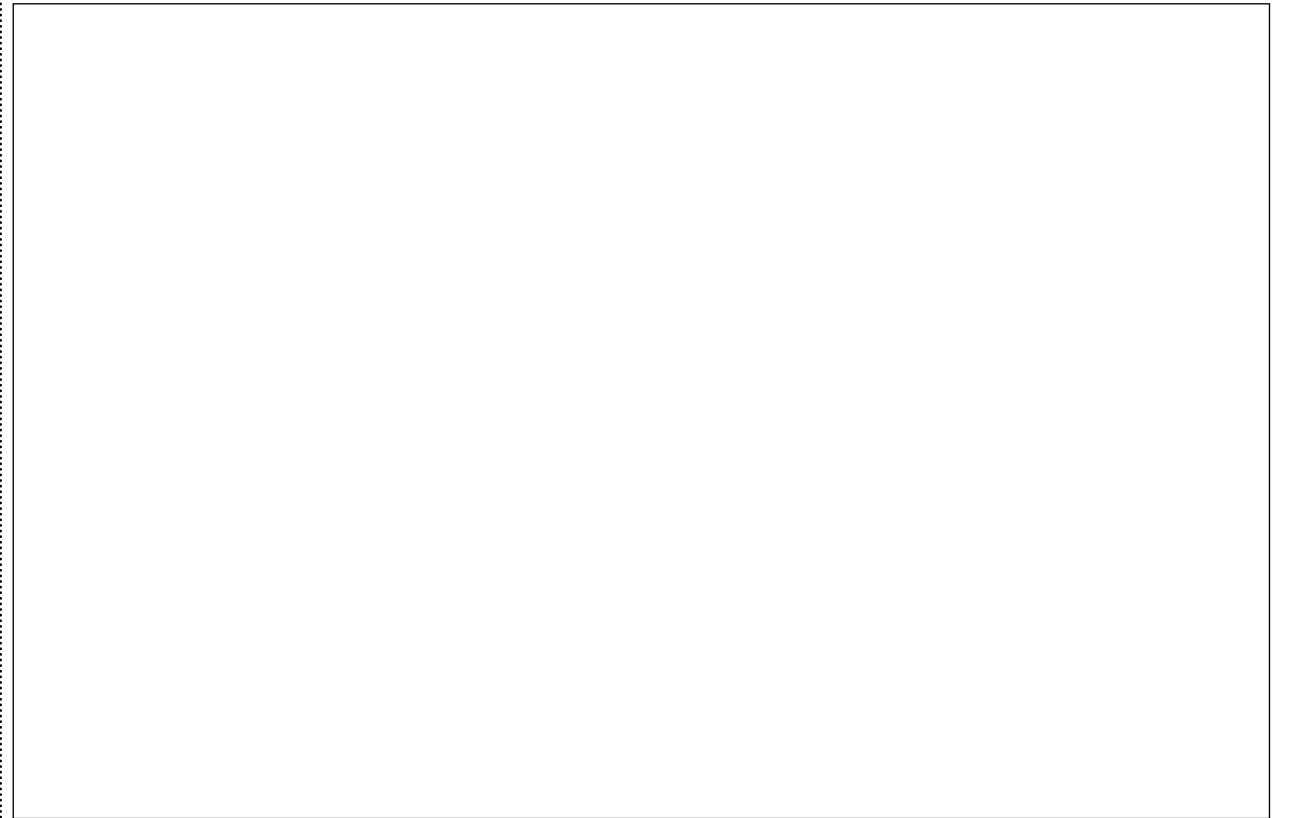
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\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.



\_\_\_\_\_

-----

\_\_\_\_\_

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

i\_e as in time

time time

time time

shine shine

shine shine

In the box are the names of the 4 things. Print the names on the lines.

bike	slide
bride	smile



<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>
sleep	lake	hike
three	makes	Clive
		miles
		five
		fire
		nine
		tired
		smile

1. all2. I3. one4. out5. look6. down7. me8. were9. be10. so11. word12. they13. once14. little15. from16. was17. blue18. we19. there20. three21. what22. their23. said24. two25. why26. a27. when28. yellow29. where30. to31. the32. he33. are34. no35. which36. says37. here38. she

bike

likes

cake

time

tree

trades

1. She \_\_\_\_\_ hide and seek  
and the slide.

2. Dan rides his \_\_\_\_\_ to Sam's.

3. Yum! That is a sweet \_\_\_\_\_ !

4. He likes grapes, and she \_\_\_\_\_ .

5. A swing hangs from the \_\_\_\_\_ .

6. Can she tell me what \_\_\_\_\_ it is?

Directions: Have students write each word on the line where it fits best.



## A Fine Hike

1. Where did Clive's dad set up the tent?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. When did Scott and Clive hike to the lake to fish?

- at five
- at nine
- at six

Directions: Have students reread the story and answer the questions.

3. What did Clive's dad make?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.

1. all2. I3. here4. three5. says6. why7. to8. a9. two10. we11. once12. what13. out14. no15. yellow16. the17. little18. which19. they20. me21. their22. be23. down24. so25. where26. one27. he28. are29. blue30. there31. were32. look33. when34. was35. word36. from37. she38. said

<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>
brave	likes
made	ride
	bike
	tire
	smile
	pride

Directions: Ask students to circle the word matching the picture.



rid ride



kit kite



fin fine



sit site



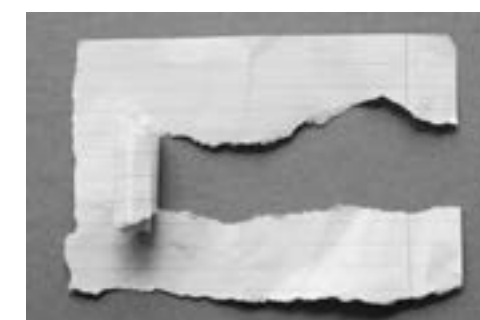
win wine



slid slide



dim dime



rip ripe



rip ripe



twin twine



spin spine



shin shine

# The Bike Ride

1. Meg's tire hit . . .

- a branch.
- a bump.
- a rock.

2. Which kid fell? Tell what that kid did when they fell.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Directions: Have students reread the story and answer the questions.

3. What made Meg smile with pride?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.

1. me

2. from

3. said

4. all

5. two

6. down

7. my

8. three

9. the

10. were

11. there

12. a

13. he

14. they

15. was

16. no

17. be

18. why

19. which

20. one

21. what

22. look

23. are

24. out

25. once

26. so

27. to

28. blue

29. word

30. little

31. she

32. here

33. we

34. says

35. when

36. I

37. their

38. where

39. yellow

<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>
speed	plane	like
see	takes	ride
seems	lake	smile
		time
		size

# The Plane Ride

1. What did Scott and Meg ride in?

---



---



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---



---



---



---

2. Which kid said that Big Lake did not seem so big?

---



---



---



---



---



---



---

Directions: Have students reread the story and answer the questions.

3. Meg said the truck was the size of a . . .

- plane.
- van.
- dot.

---



---



---

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Directions: Have students answer the questions by writing yes or no.

1. Can a rake run?

---

---

---

2. Is it time to get in bed?

---

---

---

3. Is a smile the same as a grin?

---

---

---

4. Is a square a shape?

---

---

---

5. Can a grape sing?

---

---

---

6. Is theft a crime?

---

---

---

7. Is a lime green?

---

---

---

8. Is cake sweet?

---

---

---

9. Can a vase jump?

---

---

---

10. Can a snake ride a bike?

---

---

---

11. Can a dog skate?

---

---

---

12. Can an ox ride a hen?

---

---

---

1. The bee stung the man.

2. She came up the steps

3. He has three dimes.

4. Here are nine bugs

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

o\_e as in home

home home

home home

stone stone

stone stone

Print the word where it fits best.

1. home



2. nose



3. rose



<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>
need	sale	size	Hope
green	made	likes	holes
	take		home

1. all

2. I

3. no

4. look

5. says

6. she

7. was

8. here

9. a

10. so

11. once

12. word

13. down

14. are

15. when

16. three

17. little

18. there

19. were

20. the

21. we

22. blue

23. their

24. out

25. which

26. they

27. yellow

28. why

29. two

30. one

31. where

32. to

33. said

34. from

35. be

36. what

37. me

38. he

hope

made

time

bone

see

broke

1. It is \_\_\_\_\_ to get  
\_\_\_\_\_ in bed.

2. We \_\_\_\_\_ a sweet  
\_\_\_\_\_ cake.

3. I \_\_\_\_\_ Dad will let  
\_\_\_\_\_ me get a dog.

4. The glass fell and \_\_\_\_\_.

5. Stan gave the dog a  
\_\_\_\_\_ .

6. When will we \_\_\_\_\_ him  
\_\_\_\_\_ next?

Directions: Have students write each word on the line where it fits best.

## The Gift

1. What is the name of the shop that Liz went to?

- Hope's Doll Shop
- Hope's Hat Shop
- Hope's Dress Shop

2. What did Liz get Meg?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Directions: Have students reread the story and answer the questions.

3. Why was Hope glad?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.

<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>
steer	Jade	drive	stone
feel	Dave	like	broke
			bones
			home
			froze
			nose



## The Sled Ride

1. Which kid got on the sled last?  
Where did that kid sit?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What did the sled hit?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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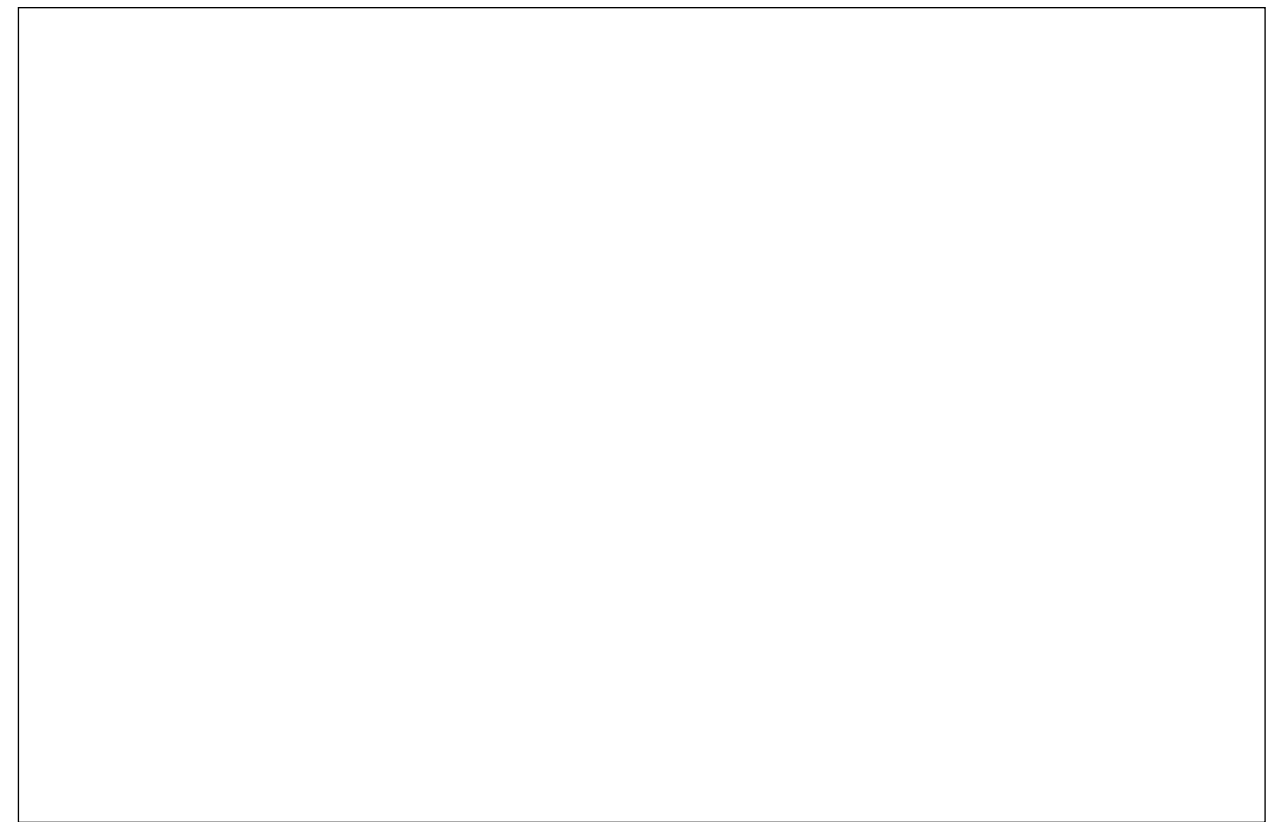
\_\_\_\_\_

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Directions: Have students reread the story and answer the questions.

3. Which bones did Jade feel like she broke?

- leg bones
- hand bones
- back bones



\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Directions: Ask students to circle the word matching the picture.



hop hope



rob robe



mop mope



cod code



tot tote



rat rate



not note



tap tape



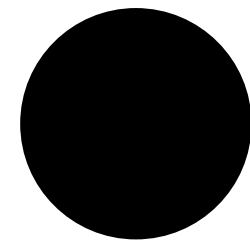
can cane



con cone



glob globe



dot dote

Directions: Have students circle the words said and then copy them on the lines.

1. **bake**   **bike** \_\_\_\_\_  
-----  
\_\_\_\_\_

2. **cheek**   **chick** \_\_\_\_\_  
-----  
\_\_\_\_\_

3. **nose**   **note** \_\_\_\_\_  
-----  
\_\_\_\_\_

4. **fine**   **fin** \_\_\_\_\_  
-----  
\_\_\_\_\_

5. **hole**   **pole** \_\_\_\_\_  
-----  
\_\_\_\_\_

6. **bee**   **beet** \_\_\_\_\_  
-----  
\_\_\_\_\_

1. **dime**   **dome** \_\_\_\_\_  
-----  
\_\_\_\_\_

2. **gate**   **game** \_\_\_\_\_  
-----  
\_\_\_\_\_

3. **grove**   **grave** \_\_\_\_\_  
-----  
\_\_\_\_\_

4. **keep**   **kept** \_\_\_\_\_  
-----  
\_\_\_\_\_

5. **male**   **mile** \_\_\_\_\_  
-----  
\_\_\_\_\_

6. **rate**   **rat** \_\_\_\_\_  
-----  
\_\_\_\_\_

<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>
week	make	bike	rode
three	came	wife	tote
		spice	home
		five	stove

# Scott's Snack Stand

1. What did Scott get from the shop?

- a bike
- nuts
- plums

2. What did the nuts cost Scott?

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Directions: Have students reread the story and answer the questions.

3. Tell what Scott did with the nuts.

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Directions: In the box, have students illustrate a part of the story and then write a caption below.

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

u \_ e as in c u t e

c u t e c u t e

c u t e c u t e

u s e u s e u s e

u s e u s e u s e

Print the word where it fits best.

1. mule



2. fuse



3. cube



<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>	<b>/ue/ &gt; 'u_e'</b>
seems	waved	likes	home	cube
free	take		hope	cute
see	stares		zone	tune

1. when2. says3. down4. why5. be6. they7. he8. one9. no10. are11. what12. me13. where14. out15. look16. I17. so18. there19. yellow20. to21. two22. once23. from24. three25. which26. she27. said28. we29. here30. word31. my32. their33. all34. the35. a36. by37. were38. was39. little40. blue



## In the Pet Shop

1. What is in the pen with the chimp?

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2. Why can't Scott **take** the chimp home?

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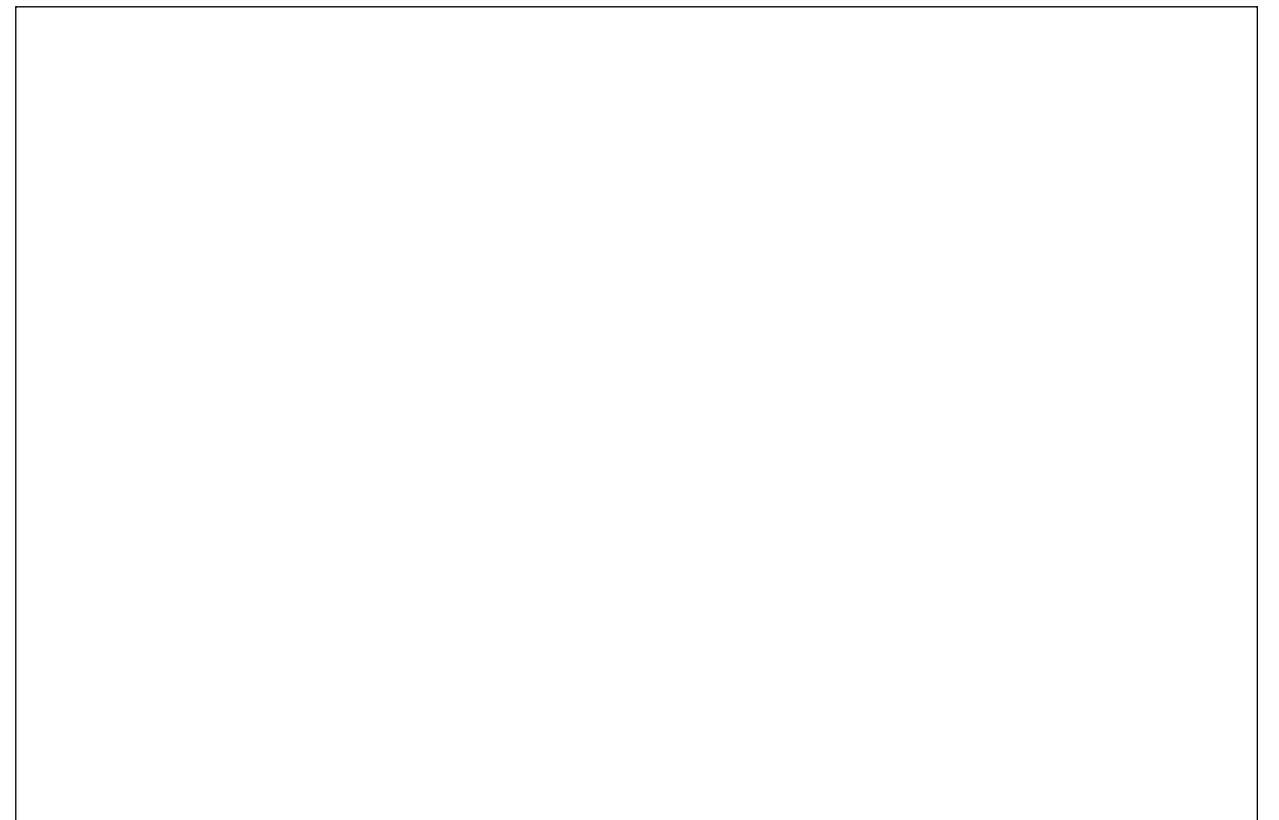
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Directions: Have students reread the story and answer the questions.

3. What pet can Scott take home?

- a chimp
- a dog
- a fish



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Directions: In the box, have students illustrate a part of the story and then write a caption below.

<b><i>/ee/ &gt; 'ee'</i></b>	<b><i>/ae/ &gt; 'a_e'</i></b>	<b><i>/ie/ &gt; 'i_e'</i></b>	<b><i>/ue/ &gt; 'u_e'</i></b>
three	bakes	like	use
see	cakes	smile	

# Scott Bakes a Cake

1. What did Scott help make?

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2. What did Scott crack and mix?

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Directions: Have students reread the story and answer the questions.

3. What did Scott's mom say when Scott said that he'd **like** to add the **cake** mix?

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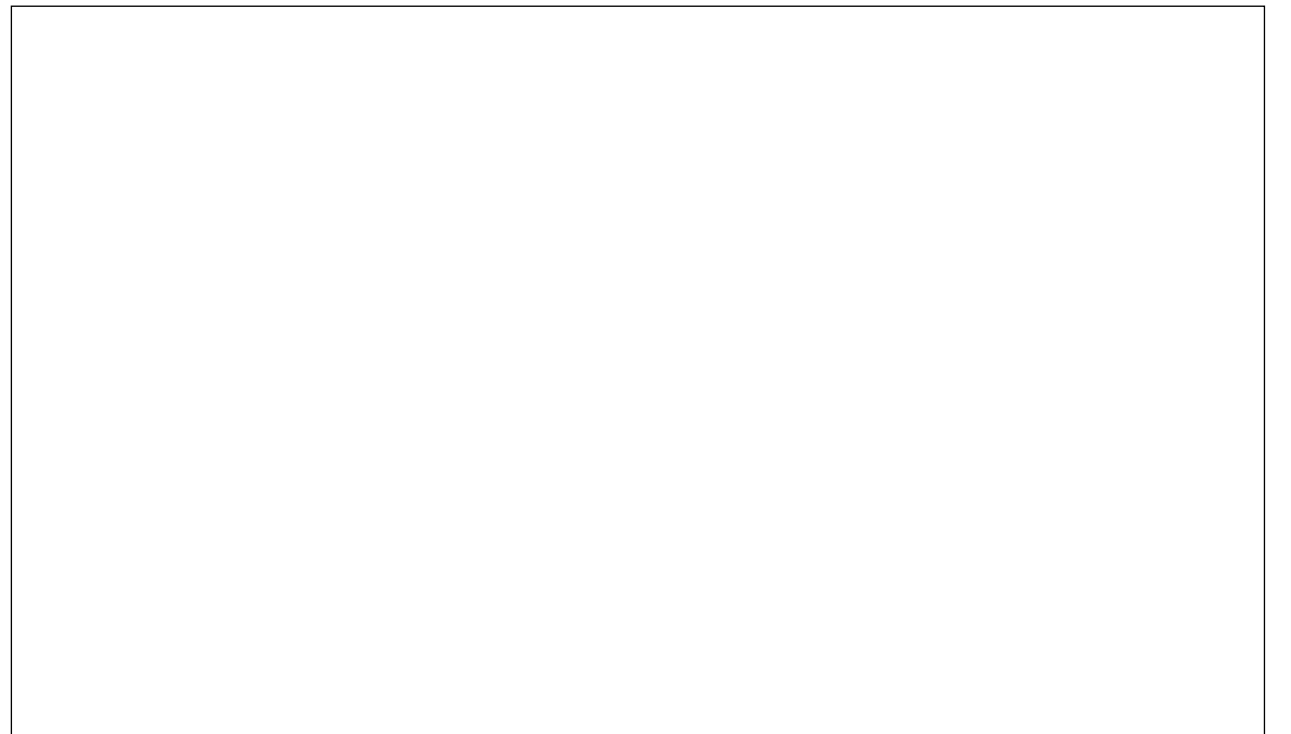
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Directions: In the box, have students illustrate a part of the story and write a caption below.

Directions: Have students answer the questions by writing yes or no.

1. Are you at home?

\_\_\_\_\_

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\_\_\_\_\_

2. Can a cat **use**  
a pen?

\_\_\_\_\_

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\_\_\_\_\_

3. Is a frog as big as  
a **mule**?

\_\_\_\_\_

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\_\_\_\_\_

4. Is a **rose** a plant?

\_\_\_\_\_

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\_\_\_\_\_

5. Is a **stone** as soft as  
a bed?

\_\_\_\_\_

-----

\_\_\_\_\_

6. Is your **home** in a  
**tree**?

\_\_\_\_\_

-----

\_\_\_\_\_

7. Can a dog dig a  
**hole**?

\_\_\_\_\_

-----

\_\_\_\_\_

8. Is a **cube** a shape?

\_\_\_\_\_

-----

\_\_\_\_\_

9. Is there a chimp  
with a **green nose**  
in this class?

\_\_\_\_\_

-----

\_\_\_\_\_

10. Is a **rope** a lot like a  
string?

\_\_\_\_\_

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\_\_\_\_\_

11. Can you **smile**?

\_\_\_\_\_

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\_\_\_\_\_

12. Is there a kid in this  
class with no **bones**?

\_\_\_\_\_

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\_\_\_\_\_

1. He can ride a mule.

2. The kids like the game.

3. She seems mad.

4. The dog's nose is black.

<b>/ee/ &gt; 'ee'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>	<b>/ue/ &gt; 'u_e'</b>
peeks	Jade	hike	hope	cute
sleep	cave	like		
eek	wake	glides		
	stares	smiles		
		hide		

# The Cave

1. Where are Scott and Jade?

- at a lake
- on a plane
- in a cave

2. Which kid likes bats?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Directions: Have students reread the story and answer the questions.

3. Tell what Jade yells.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Directions: In the box, have students illustrate a part of the story and then write a caption below.

<b><i>/ee/ &gt; 'ee'</i></b>	<b><i>/ae/ &gt; 'a_e'</i></b>	<b><i>/ie/ &gt; 'i_e'</i></b>
steers	take	ride
see	safe	like
tree	lake	life
	crane	side
		glides



# The Skiff Ride

1. What is a skiff?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

2. Which kid steers the skiff?

Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Directions: Have students reread the story and answer the questions.

3. List the things that Ling spots.


Handwriting practice lines for the third question, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

A large empty rectangular box for drawing an illustration.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Handwriting practice lines for the caption, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated once.

Directions: For each picture, have students circle the matching word.

1.  nose hose rose

---

2.  sheep feet beet

---

3.  cave lake rake

---

4.  bite beet bike

---

5.  lime kite dime

---

6.  rope hope ripe

---

7.  teeth teen tree

---

8.  rate rake lake

---

9.  home rope robe

---

10.  mute mule fume

---

<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>	<b>/oe/ &gt; 'o_e'</b>	<b>/ue/ &gt; 'u_e'</b>
Dave	like	bone	fumes
trade			
ate			
gave			
grapes			

## Lunch Trades

1. What is in Dave's lunch bag?

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2. What will Ling trade?

- a hot dog
- chips
- ham

Directions: Have students reread the story and answer the questions.

3. What things are in Scott's lunch bag?

- a fish bone, lump of fat, and a wet sock
- chips, ham, a bun, and red grapes
- chips, a can of pop, and grapes

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Directions: In the box, have students illustrate a part of the story and then write a caption below.

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