

4

Grade 1

Skills 4 | Activity Book

Grade 1

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# **Skills 4**

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**Activity Book**

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# **Skills 4**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



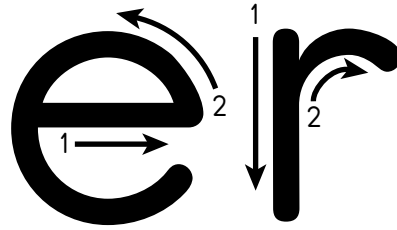
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Activity Page

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



er er

er

her her

her

Bert Bert

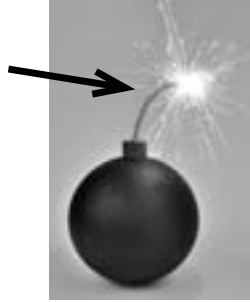
Bert

perk perk

perk

Print the words on the lines where they fit best.

1. fern



\_\_\_\_\_

-----

\_\_\_\_\_

2. herd

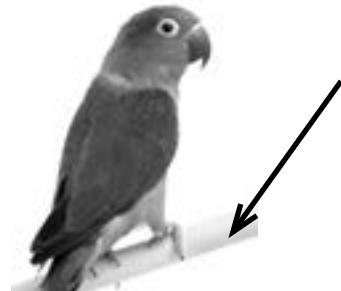


\_\_\_\_\_

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\_\_\_\_\_

3. perch



\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Take-Home

**Dear Family Member,**

Today our class started Unit 4 of the program. The Reader for this unit is called *The Green Fern Zoo*. Your student will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your student is important for their success as a reader.

In addition, your student's spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your student will benefit from practice reading and writing them at home.

## Spelling Words

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. Tricky Word: would





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Directions: Have students write the words with the /r/ sound under the red header and the words with the /er/ sound under the her header.

~~fern~~ rope term rat rag  
rust clerk room perch verb

/r/ as in red

/er/ as in her

rat

fern



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


2.2

Take-Home

**Dear Family Member,**

Your student has been taught to read words with the vowel digraph, or letter team, 'er' as in *her*. To practice this new spelling, ask your student to cut out the word cards below. In addition to the 'er' spelling, some of the words below are Tricky Words and previously taught spellings. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the herd* and *clerk*. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

|       |       |       |
|-------|-------|-------|
| the   | all   | big   |
| herd  | clerk | perch |
| food  | book  | one   |
| pound | coin  | hawk  |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

|      |       |        |      |
|------|-------|--------|------|
| her  | clerk | round  | coin |
| verb | paws  | scoops | food |

1. The plate is \_\_\_\_\_.

2. The \_\_\_\_\_ gave her a dime.

3. Dogs have \_\_\_\_\_.

4. I would like three \_\_\_\_\_!

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

|      |       |        |      |
|------|-------|--------|------|
| her  | clerk | round  | coin |
| verb | paws  | scoops | food |

5. I can cook a lot of \_\_\_\_\_.

6. \_\_\_\_\_ dad is at home.

7. I will flip a \_\_\_\_\_.

8. Is this word a \_\_\_\_\_?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

# Meet Vern

1. Where will Vern take you?

the shop

the Green Fern Zoo

the bus

Page \_\_\_\_\_

2. What is Vern's job?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

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





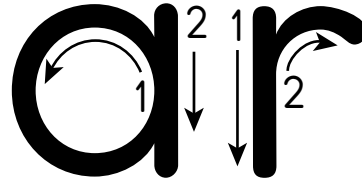
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

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



ar

ar

ar

art

art

art

farm

farm

farm

yarn

yarn

yarn

Print the words on the lines where they fit best.

1. arm

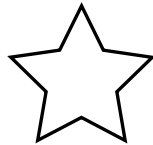


arm

2. car



3. star



4. yarn



5. cart



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2

Take-Home

**Dear Family Member,**

Your student has been taught to read words with the vowel digraphs 'er' as in *her*, and 'ar' as in *car*. Ask your student to cut out the word cards. Have your student arrange the cards to make phrases or sentences. You may also ask your student to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.

|       |       |   |
|-------|-------|---|
| verb  | herd  | perch  |
| the   | march | one   |
| yard  | a     | green   |
| farm  | chart | fern  |
| this  | big   | is  |
| stars | tree  | bark  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Assessment

# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

5.

\_\_\_\_\_

-----

\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

-----

\_\_\_\_\_

8.

\_\_\_\_\_

-----

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

# Things that Swim

1. What is a trout?

a dog

a bug

a fish

Page \_\_\_\_\_

2. What parts of a trout help it hide?

spots and marks

mouth and teeth

fins and scales

Page \_\_\_\_\_

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









NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.3

Take-Home

**Dear Family Member,**

This is a chapter your student has probably read at school. Encourage your student to read the chapter to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined, and the new sound spellings in this unit are bolded.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Meet Vern

My name is **Vern**, and I have the best job! My job is to take you kids in to see the **Green Fern Zoo**.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars   perk   look   fern   shout  
oil   claws   moon   shark   herd

1. There is not a \_\_\_\_\_  
\_\_\_\_\_ in this lake.

2. The car needs \_\_\_\_\_  
\_\_\_\_\_ in it.

3. That cat has sharp \_\_\_\_\_  
\_\_\_\_\_!

4. The flag has \_\_\_\_\_  
\_\_\_\_\_ and stripes.

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars   perk   look   fern   shout  
oil   claws   moon   shark   herd

5. My mom had to ask us not to

\_\_\_\_\_ .

6. She must \_\_\_\_\_ up

and not sleep!

7. I saw a \_\_\_\_\_ of

deer in the woods.

8. I would like to see the Green

\_\_\_\_\_ Zoo.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1  
CONTINUED

Activity Page

stars perk look fern shout  
oil claws moon shark herd

9. \_\_\_\_\_  
\_\_\_\_\_ at that big  
wave!

10. We look up at the stars and the  
\_\_\_\_\_ when it gets  
dark.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

Directions: Have students match the words to their contracted form.

it is

he's

here is

can't

she is

she's

can not

it's

he is

here's

Directions: Have students fill in the blanks with the correct contraction.

can't

let's

here's

she's

it's

Bert's

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

2. \_\_\_\_\_ hot out.

3. \_\_\_\_\_ run to the  
park.

4. \_\_\_\_\_ a good pal.

5. \_\_\_\_\_ my class.

6. We \_\_\_\_\_ see the  
sharks.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.3

Take-Home

**Dear Family Member,**

Your student's spelling words for this week include the 'er', 'ar', and 'or' spellings that your student has been learning in this unit. Your student should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words

1. sharp
2. fern
3. start
4. spoil
5. verb
6. shark
7. crawl
8. Tricky Word: because

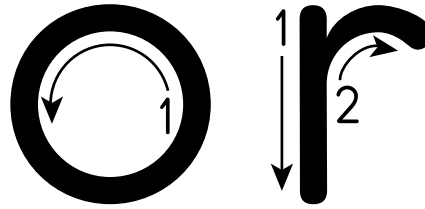


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

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



or

or

or

corn

corn

corn

fork

fork

fork

short

short

short

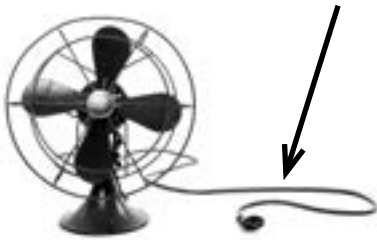
In the box are 4 words. Print them on the lines where they fit best.

fork

cord

corn

shorts



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Take-Home

**Dear Family Member,**

Your student has been learning to read and write contractions. Work with your student to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your student, pausing to discuss the formation of the contracted form.

1. \_\_\_\_\_  
\_\_\_\_\_ glad we can have  
\_\_\_\_\_ cake. (He is)

2. \_\_\_\_\_  
\_\_\_\_\_ with her gran.  
\_\_\_\_\_ (She is)

3. \_\_\_\_\_  
\_\_\_\_\_ run to the park!  
\_\_\_\_\_ (Let us)

4. I \_\_\_\_\_  
\_\_\_\_\_ ride a bike.  
\_\_\_\_\_ (can not)

5. \_\_\_\_\_  
\_\_\_\_\_ the book!  
\_\_\_\_\_ (Here is)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 8.1

*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1. \_\_\_\_\_  
-----  
\_\_\_\_\_
2. \_\_\_\_\_  
-----  
\_\_\_\_\_
3. \_\_\_\_\_  
-----  
\_\_\_\_\_
4. \_\_\_\_\_  
-----  
\_\_\_\_\_
5. \_\_\_\_\_  
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\_\_\_\_\_
6. \_\_\_\_\_  
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\_\_\_\_\_
7. \_\_\_\_\_  
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\_\_\_\_\_
8. \_\_\_\_\_  
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\_\_\_\_\_
9. \_\_\_\_\_  
-----  
\_\_\_\_\_
10. \_\_\_\_\_  
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\_\_\_\_\_

1. \_\_\_\_\_  
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\_\_\_\_\_
2. \_\_\_\_\_  
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\_\_\_\_\_
3. \_\_\_\_\_  
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\_\_\_\_\_
4. \_\_\_\_\_  
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\_\_\_\_\_
5. \_\_\_\_\_  
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\_\_\_\_\_
6. \_\_\_\_\_  
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\_\_\_\_\_
7. \_\_\_\_\_  
-----  
\_\_\_\_\_
8. \_\_\_\_\_  
-----  
\_\_\_\_\_
9. \_\_\_\_\_  
-----  
\_\_\_\_\_
10. \_\_\_\_\_  
-----  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Take-Home

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words that students encounter in the Readers and Activity Book will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Things that Swim

I hope you kids like things that swim, be·cause this is the room where we keep all the fish.

### Trout

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and marks. The spots and marks help the trout hide. They make the trout look a lot like the sand on the bed of a creek.



## Reef Sharks

Here's a big fish that makes all of the wee fish run and hide. This is a reef shark. It has that name be-cause it likes to make its home close to a reef, where there are lots of fish.

### *What Reef Sharks Look Like*

You can see that the reef shark has fins and a set of gills on its side. You can not see them from here, but this shark has lots of sharp teeth in its mouth.

### *Food Reef Sharks Like*

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

# Chimps

1. Green Fern Zoo has \_\_\_\_\_ chimps.

one

five

ten

Page \_\_\_\_\_

2. Who is Bess?

a chimp

Vern's pal

a shark

Page \_\_\_\_\_

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

3. What do chimps not like to munch on?

plants

seeds

rocks

Page \_\_\_\_\_

4. What will Bart have for lunch?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1  
CONTINUED

5. What will Max do for fun?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

6. Why were Carl and Norm not pals last week?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Assessment

# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

5.

\_\_\_\_\_

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\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_



NAME: \_\_\_\_\_

10.2

DATE: \_\_\_\_\_

# Mandrills

1. Is a male man·drill's nose green?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

2. What makes man·drills look and feel good?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.3

Take-Home

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined in. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Chimps

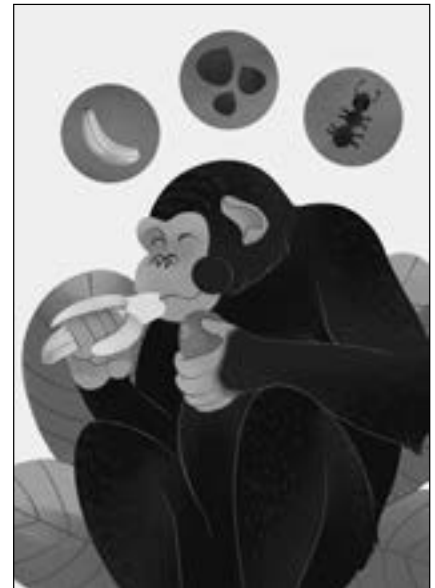
Next, let's see the chimps. We have ten chimps here at the Green Fern Zoo. You can see them all out there if you look hard.

### Food Chimps Like

The one you see here is Bess. She has a snack in her mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

### More Food Chimps Like

Do you see that chimp with the stick? That's Bart. Bart likes to have ants for lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up and licks off the ants. Yum, yum!



Chimps like to munch on plants, nuts, and seeds.



Chimps like to munch on ants.

## Max the Babe

The chimp with the rope in his hand is Max. He's just a babe. He was born in March. Bess is his mom.

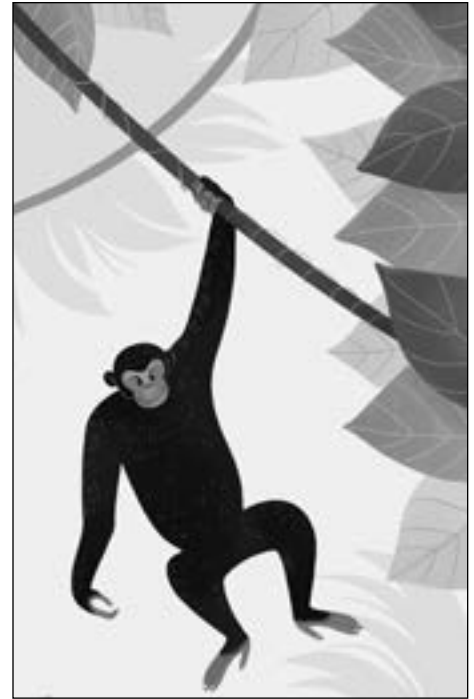
Max is a lot of fun. He likes to swing on the rope and splash in the pool.

## Carl and Norm—Pals or Not Pals?

The two chimps up on the rocks are Carl and Norm. Carl is the one on the left. Carl and Norm are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree for lunch. Norm took the branch and ran off with it. He ate all of the figs. Carl was mad at Norm all week.

But that was last week. This week the two of them are pals.



Chimps like to have fun.



Norm

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Mark the words that are said and print them on the lines.

1. arm·pit art·ist

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

2. sneez·ing sniff·ing

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

3. bas·kets bask·ing

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

4. nap·kin napp·ing

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

5. broil·ing boil·ing

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_



6. twist·er      tweezer·er

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7. un·like      un·less

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8. cor·ner      cor·net

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9. win·ter      winn·er

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10. ant·hill      ant·ler

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2

Take-Home

**Dear Family Member,**

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your student may find it helpful to practice writing and remembering the spelling words syllable by syllable.

## Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Take-Home

**Dear Family Member,**

Your student has been taught to read words with the vowel digraphs 'er' as in *her*, 'ar' as in *car*, and 'or' as in *for*. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Then have your student read the word cards from previous take-home activity pages. Extension: Ask your student to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your student write the words down, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.



herd

storm

farm

start

clerk

born

term

sports

park

short

parts

her



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

1. The pig snorts.
2. The dog barks.
3. The car stops.
4. The shark hunt·ed.
5. The man helped.

\_\_\_\_\_

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\_\_\_\_\_

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NAME: \_\_\_\_\_

12.2

DATE: \_\_\_\_\_

## Things with Wings

1. The puff-in makes his home \_\_\_\_\_

in hot lands

up north

in the grass

Page \_\_\_\_\_

2. The puff-in's feet help him \_\_\_\_\_

swim

sleep

get a snack

Page \_\_\_\_\_

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



3. What can a puff-in use to get fish?

his feet

his eggs

his bill

Page \_\_\_\_\_

4. Puff-ins are born

from \_\_\_\_\_.

The puff-in mom and \_\_\_\_\_ sit on their

egg. In the end, the

\_\_\_\_\_ pops out of the shell.

Page \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

CONTINUED

5. What can a finch use to get food?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are six sets of these lines provided for writing the answer.

Page \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3

Take-Home

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Mandrills

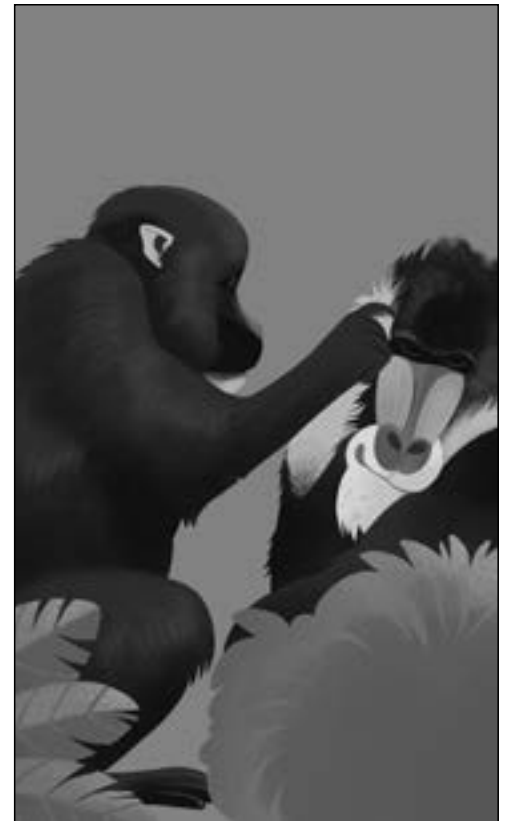
### What Mandrills Look Like

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

### Grooming

The man·drill on the left is groom·ing the male with the red nose. She is look·ing for ticks and bugs. Man·drills like groom·ing be·cause it makes



The mandrill on the left is grooming the male mandrill with the red nose.

them look good and feel good, too.

Look! One of the man·drills is yawn·ing! You can see that she has long, sharp teeth. Those sharp teeth help her chop up her food.

## Food Mandrills Like

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, bark, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!



Mandrills have long sharp teeth.



Mandrills can keep food inside their cheeks in sacks.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 13.1

Directions: Have students underline the past-tense marker ed in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

|                 |                |               |         |        |        |
|-----------------|----------------|---------------|---------|--------|--------|
| <u>start</u> ed | <u>grinned</u> | <u>helped</u> | sounded | formed | parked |
| point·ed        | smiled         | baked         | lift·ed | waved  | hiked  |

/ed/

/d/

/t/

|         |         |        |       |       |
|---------|---------|--------|-------|-------|
| started | grinned | helped | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |
| _____   | _____   | _____  | _____ | _____ |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2

Take-Home

**Dear Family Member,**

Your student has been learning about contractions, nouns, and verbs. For the first part of this activity page, have your student circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your student that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is listed in parentheses. For the part on the back, have your student draw a line to match the words with its contraction.

1. The cat naps in the yard. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the park. (3)
4. The tree shakes. (1)
5. A big dog barks. (1)



*Directions: Have students match the words to their contracted forms.*

it is

there's

there is

she's

let us

it's

here is

let's

she is

here's

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·ster  \_\_\_\_\_ ○

2. green  \_\_\_\_\_ ○

3. win·ter  \_\_\_\_\_ ○

4. slime  \_\_\_\_\_ ○

5. good  \_\_\_\_\_ ○

6. gar·lic  \_\_\_\_\_ ○

7. shout  \_\_\_\_\_ ○

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws  \_\_\_\_\_ ○

9. pop·corn  \_\_\_\_\_ ○

10. camp·ers  \_\_\_\_\_ ○

11. mon·ster  \_\_\_\_\_ ○

12. woods  \_\_\_\_\_ ○

13. for·get  \_\_\_\_\_ ○

14. zipp·ers  \_\_\_\_\_ ○

## Yes or No?

1. Is green slime a good food?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Do gar·lic and a rose smell the same?

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. Do cat·s have paws?

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. Is a pump·kin black?

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. Can a pig ride a bike?

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. Is pop·corn a good snack?

\_\_\_\_\_  
-----  
\_\_\_\_\_

7. Do camp·ers sleep in tents?

---

---

---

8. Is a verb a word?

---

---

---

9. Would you like to win a prize?

---

---

---

10. Can a dog tell time?

---

---

---

11. Is it hot in the win·ter?

---

---

---

12. Do coins have zipp·ers?

---

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---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.3

# Big Cats

1. Name three things that a bob-cat hunts.

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

Page \_\_\_\_\_

2. Why should you not keep a bob-cat in your home?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Page \_\_\_\_\_

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Assessment

# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

5.

\_\_\_\_\_

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\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.2

# Groundhogs

1. What do ground·hogs use their claws for?

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Page \_\_\_\_\_

2. Why do ground·hogs have to be on the look·out when they are not in their holes?

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Page \_\_\_\_\_

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



NAME: \_\_\_\_\_

16.1

DATE: \_\_\_\_\_

# The Reptile Room

1. What do gar·ter snakes feed on?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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Page \_\_\_\_\_

2. Why are gar·ter snakes harm·less for us?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. Why does a ratt·ler have a patt·ern on his scales?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page \_\_\_\_\_

4. Why is a ratt·ler not harm·less for us?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.2

Take-Home

**Dear Family Member,**

The spelling words for this week are two-syllable words that end in 'ed'. Your student can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.1

Activity Page

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To·day kids march in line.
2. Yes·ter·day kids marched in line.
3. To·morr·ow kids will march in line.
4. To·day the cat naps on the car·pet.
5. Yes·ter·day the cat napped on the car·pet.



6. To·morr·ow the cat will nap on the  
car·pet.
7. To·day the man bikes at the park.
8. Yes·**ter**·day the man biked at the park.
9. To·morr·ow the man will bike at the  
park.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.2

Take-Home

Dear Family Member,

Your student has been practicing reading two-syllable words. Below are two sections from a chapter about reptiles at the Green Fern Zoo. Have your student read the story and fill in the blank with the correct word.

critt·ers

gar·ter

harm·less

kill·er



This is a \_\_\_\_\_ snake.

Gar·ter snakes feed on slugs, in·sects, and frogs. For those \_\_\_\_\_,

the gar·ter snake is a \_\_\_\_\_.

A gar·ter snake could bite you, but its bite would not make you sick. For us, a gar·ter snake is \_\_\_\_\_

dwell·er

patt·ern

des·ert

ratt·ler



This is a \_\_\_\_\_ . A ratt·ler is a des·ert \_\_\_\_\_ that hunts for rats and rabb·its. He has a \_\_\_\_\_ on his scales that helps him blend in and hide in the \_\_\_\_\_ sands. When the ratt·ler is hidd·en, it is hard for rats and rabb·its to see him.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

18.1

Take-Home

**Dear Family Member,**

This is a story your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Things with Wings

Next, let's see some things with wings.

### Puffins

This is a puff·in. He makes his home up north, not too far from the North Pole.

### *What Puffins Look Like*

Look at those cute feet! But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.



Puffins make their home by the North Pole.



Puffins make their home by the North Pole.

## How Puffins Are Born

Puff·ins are born from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care for it·self. Look! That puff·in has fish in her bill! She will feed those fish to her chick.



The mom puffin will feed fish to her chick.

## The Finch

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds for food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green Fern Zoo.



The finch makes its home in the woods.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 19.1

Directions: Have students underline the past-tense marker -ed in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

|                      |              |                    |
|----------------------|--------------|--------------------|
| <u>start</u> ed /ed/ | grinned /d/  | <u>help</u> ed /t/ |
| rubbed / /           | marched / /  | add.ed / /         |
| seemed / /           | snort.ed / / | wished / /         |

/ed/

/d/

/t/

|         |         |        |
|---------|---------|--------|
| started | grinned | helped |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

19.2

# Termites

1. What are **ter**·mites?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

2. What is in·side a **ter**·mite mound?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

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





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

20.1

Assessment

# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

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5.

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\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_



NAME: \_\_\_\_\_

20.2

DATE: \_\_\_\_\_

In the box are 4 words. Print them on the lines where they fit best.

gar·lic

cool·er

dinn·er

hor·net



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

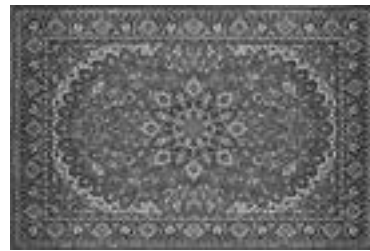
In the box are 4 words. Print them on the lines where they fit best.

blend·er

pop·corn

car·pet

for·est



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

21.1

# River Otters

1. What do riv·er ott·ers like to do?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

2. Which is NOT the riv·er ott·ers' home?

- nests on land
- the riv·er
- up in trees

Page \_\_\_\_\_

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

3. What part helps riv·er ott·ers swim fast?

webbed paws

point·ed nose

sharp claws

Page \_\_\_\_\_

4. What do riv·er ott·ers like for food?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

21.2

# Check the Draft Step by Step

|  |  |
|--|--|
| 1. Check that the name of the thing is there.                            |  |
| 2. Check that you described what it looks like.                          |  |
| 3. Check that you described the feel, sound, and taste of the thing.     |  |
| 4. Check that you ended with a fun fact <b>or</b> if you like the thing. |  |
| 5. Aa, Bb, Cc  |  |
| 6. ? . !   |  |
| 7. Check that the words are spelled well.                                |  |





NAME: \_\_\_\_\_

22.1

DATE: \_\_\_\_\_

1. Yes·ter·day the dog \_\_\_\_\_  
\_\_\_\_\_ (lick)  
the food on the car·pet.

2. My pal \_\_\_\_\_ at us.  
\_\_\_\_\_ (grin)

3. Fran lost her tem·per and  
\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_ (yell)

4. She \_\_\_\_\_ wood in her  
\_\_\_\_\_ (chop)  
back·yard.

5. I \_\_\_\_\_ a cake yes·ter·day  
\_\_\_\_\_ (bake)  
for my class.

Directions: Have students write the verb in its past tense form.



NAME: \_\_\_\_\_

22.2

DATE: \_\_\_\_\_

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

22.3

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

=====

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

=====

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

=====

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

=====

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

22.4

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.



What it sounds like:

\_\_\_\_\_

-----

=====

-----

=====

What it feels like:

\_\_\_\_\_

-----

=====

-----

=====

Where is its home?

\_\_\_\_\_

-----

=====

-----

=====

What food would it like?

\_\_\_\_\_

-----

=====

-----

=====

NAME: \_\_\_\_\_

22.5

DATE: \_\_\_\_\_

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

=====

-----

=====

What it feels like:

\_\_\_\_\_

-----

=====

-----

=====

Where is its home?

\_\_\_\_\_

-----

=====

-----

=====

What food would it like?

\_\_\_\_\_

-----

=====

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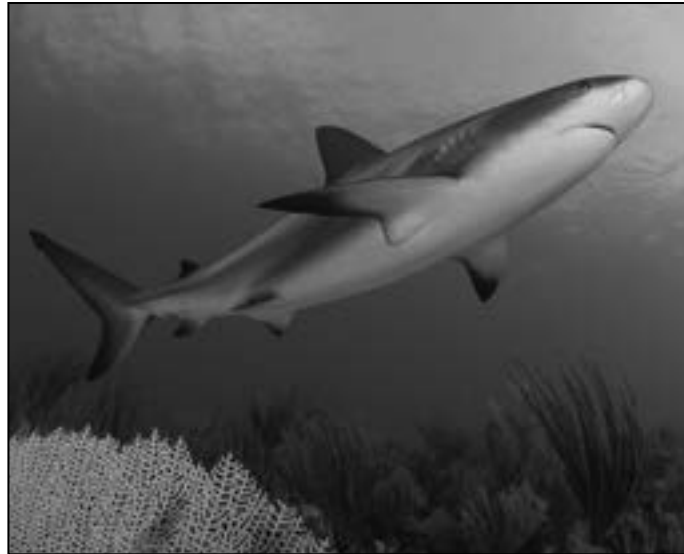
=====

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

22.6

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

=====

-----

=====

What it feels like:

\_\_\_\_\_

-----

=====

-----

=====

Where is its home?

\_\_\_\_\_

-----

=====

-----

=====

What food would it like?

\_\_\_\_\_

-----

=====

-----

=====

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

22.7

Name of Critt·er: \_\_\_\_\_



I will des·cribe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

=====

-----

=====

What it feels like:

\_\_\_\_\_

-----

=====

-----

=====

Where is its home?

\_\_\_\_\_

-----

=====

-----

=====

What food would it like?

\_\_\_\_\_

-----

=====

-----

=====

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

### Bobcats

That is not the sort of cat that you keep in your home and feed cat food. That is a bob·cat. Bob·cats are not tame.

### *Food Bobcats Like*

Bob·cats are good hunt·ers. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·ert, or



Bobcats are not tame.



Bob for short. Get it?

## Panthers

If you look up on that rock, you will see a cat that's **bigg·er** than a bob·cat. It's a pan·ther.

### *What Panthers Look Like*

Pan·thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan·thers. The name of this one is Jet.

That's Jet's sis·ter, Flash, up on the tree branch. Flash has strong legs that help **her** run fast. She has sharp teeth and sharp claws that help **her** hunt rabb·its and deer. She can use **her** claws to scam·per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.



Panthers are bigger than bobcats.



Panthers use their strong legs and sharp claws to get up trees.



Home:

Food:

Fun Fact:

End:

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

23.2

Dear Family Member,

Your student has been learning about nouns and verbs. The dot in words shows that this is a multisyllable word. Please have your student read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your student to act out the action.

1. The dog barks.
2. To·day my sis·ter will take a nap.
3. To·morr·ow the kid will sing a song.
4. Yes·ter·day the cat licked her paws.
5. To·morr·ow Gran will bake a cake.

6. To·day the man point·ed to the clouds.
7. Yes·**ter**·day my pal took a trip.
8. To·day the shark swims.
9. The kid grinned at us.
10. Yes·**ter**·day the ground·hog was stuffed with food.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

24.1

# Check the Draft Step by Step

Name of Partner: \_\_\_\_\_

Edited by: \_\_\_\_\_

| Step  | Check? |
|---|--------|
| Check that the name of the critt·er is there. |        |
| Check that you des·cribed what it looks like. |        |
| Check that you des·cribed its home.           |        |
| Check that you des·cribed its food.           |        |
| Check that you list·ed a fun fact.            |        |
| Aa, Bb, Cc, I and ? . !                       |        |
| Check that the words are spelled well.        |        |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

24.2

Take-Home

Dear Family Member,

Your student has been learning about compound words. Please have your student read the compound words in the box and place them in the correct sentence. Your student will practice making up their own silly compound words on the back of the activity page.

|           |           |          |
|-----------|-----------|----------|
| bath·tub  | pop·corn  | gum·drop |
| back·pack | lunch·box |          |

1. My snack is in my \_\_\_\_\_  
-----  
\_\_\_\_\_.

2. I like \_\_\_\_\_ for a snack.

3. This \_\_\_\_\_ is sweet!

4. I take a bath in the \_\_\_\_\_  
-----  
\_\_\_\_\_.



Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.

# 5. The book is in my \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



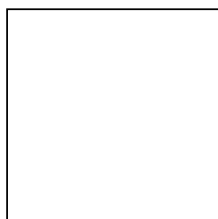
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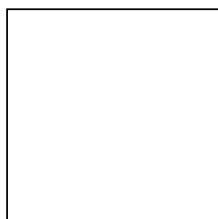
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dogcake

1.



+



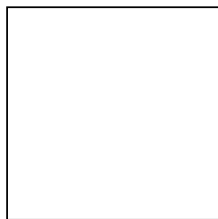
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\_\_\_\_\_

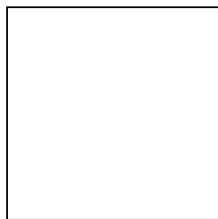
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\_\_\_\_\_

2.



+



=

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: In Part 1, have students circle the noun and underline the verb with a squiggly line. In Part 2, have students match the words with its contraction. In Part 3, have students write the past-tense form of the verbs.

## Part 1

1. The car parks.
2. To·day the shark swims.
3. To·morr·ow the kid will march.
4. Yes·ter·day the cat walked.
5. To·morr·ow we will bake.

## Part 2

let us

she is

it is

here is

there is

there's

she's

it's

let's

here's

## Part 3

To·day I bake.

Yes·**ter**·day I \_\_\_\_\_.

To·morr·ow I will \_\_\_\_\_.

To·day you smile.

Yes·**ter**·day you \_\_\_\_\_.

To·morr·ow you will \_\_\_\_\_.

To·day I hike.

Yes·**ter**·day I \_\_\_\_\_.

To·morr·ow I will \_\_\_\_\_.

To·day she points.

Yes·**ter**·day she \_\_\_\_\_.

To·morr·ow she will \_\_\_\_\_.

# Amber the Bat

## What Bats Look Like

This is Am·ber. Am·ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am·ber is a bat.

Am·ber needs a lot of room to glide back and forth be·cause she has a wing·span of five feet. In fact, bats like Am·ber are the big·est bats there are!

## Bat Homes

Am·ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am·ber make their homes in the trop·ics, where the sun shines and it is hot.

Directions: Have students read the story and answer the questions on the following pages.

## Food Bats Like

Bats like Am·ber feed on plant parts and poll·en. They can smell lots of things, so they use their nose to look for food. They use their wings to glide from plant to plant to gath·er their food. In fact, they can trav·el up to 40 miles to gath·er food!

## Hanging Upside Down

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with her feet and will munch on her food up·side down! What can you do up·side down?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

26.1

CONTINUED

Assessment

Directions: Have students use the story on the previous pages to answer the questions.

1. What is Am·ber?
  - a fox
  - a bat
  - a dog
  - a cat
  
2. Am·ber's wings are \_\_\_\_\_ long.
  - three feet
  - three wing·spans
  - two feet
  - five feet
  
3. Where do bats like Am·ber make their homes?
  - up in the north
  - in the trop·ics
  - in the des·ert
  - in cool lakes

4. What do bats like Amber feed on?

- fish
- grubs and slugs
- milk
- plant parts and pollen

5. What part do bats like Amber use to look for food?

- nose
- legs
- teeth
- fins

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

26.1

CONTINUED

Assessment

6. Bats like Am·ber can trav·el
- up to 10 miles to gath·er food
  - up to 40 miles to gath·er food
  - as far as three miles to gath·er food
  - as far as five feet to gath·er food
7. What things can Am·ber do up·side down?
- sing a sweet song, sleep, and munch on food
  - hang out, trav·el, and sleep
  - hang out, sleep, and munch on food
  - just munch on food



8. It says, “Am·ber needs a lot of room to glide back and forth”

*Glide* is a word for:

- swim
  - trav·el
  - hop
  - sleep
9. Why would Am·ber need a lot of room to glide back and forth?
- be·cause there are lots of bats at the zoo
  - be·cause she is one of the bigg·est bats there are
  - be·cause there are lots of in·sects at the zoo
  - be·cause there are trees at the zoo






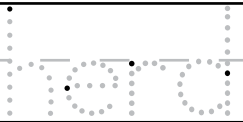





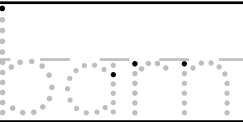






NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.1

Activity Page

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

|   |  |  |
|---|--|--|
|    |     |  |
|    |     |  |
|    |    |  |
|    |     |  |
|  |   |  |
|  |  |  |
|  |   |  |
|  |   |  |
|  |  |  |

er

er

herd

ar

ar

barn

or

or

corn

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

|    |         |                                |  |
|----|---------|--------------------------------|--|
| 1. | hammer  | <input type="text" value="4"/> |  |
| 2. | born    | <input type="text"/>           |  |
| 3. | barns   | <input type="text"/>           |  |
| 4. | dark·er | <input type="text"/>           |  |
| 5. | cool·er | <input type="text"/>           |  |
| 6. | pepp·er | <input type="text"/>           |  |
| 7. | riv·er  | <input type="text"/>           |  |
| 8. | sharks  | <input type="text"/>           |  |

9. horns

---

---

---

10. blis·ter

---

---

---

11. cooked

---

---

---

12. car·pet

---

---

---

13. chilled

---

---

---

14. lett·er

---

---

---

15. snor·ing

---

---

---

16. gar·lic

---

---

---

NAME: \_\_\_\_\_

PP.3

Activity Page

DATE: \_\_\_\_\_

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

~~her~~ /er/

~~barn~~ /ar/

hard / /

bett·er / /

car·pet / /

lan·tern / /

herd / /

arm / /

dark·ness / /

per·fect / /

/er/

/ar/

her

barn



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.4

Activity Page

Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.5.

could

asked

num·ber

hard

start·ed

seemed

short

horn

two

liked

spelled

runn·ers

porch

cars

helped







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.5

Activity Page

Directions: Have students read the word cards from Activity Page PP.4 and place them on top of the matching words on this activity page.

|              |         |          |
|--------------|---------|----------|
| <u>two</u>   | horn    | short    |
| <u>could</u> | num·ber | asked    |
| start·ed     | hard    | liked    |
| porch        | spelled | runn·ers |
| cars         | helped  | seemed   |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Mark the words that are said and print them on the lines.

1. short·en    short·er

\_\_\_\_\_

-----

\_\_\_\_\_

2. gar·den    gar·lic

-----

\_\_\_\_\_

3. snor·ing    snarl·ing

-----

\_\_\_\_\_

4. hor·net    hors·es

-----

\_\_\_\_\_

5. mar·ket    mark·er

-----

\_\_\_\_\_

6. bett·er    bitt·er

-----

\_\_\_\_\_

7. for·tress    for·est

-----

\_\_\_\_\_

8. har·vest    harm·less

-----

\_\_\_\_\_

9. bor·der    bar·ter

-----

\_\_\_\_\_

10. sharp·er    smart·er

-----

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.7

Print the words.

barn

barn

\_\_\_\_\_

barn

\_\_\_\_\_

\_\_\_\_\_

yard

yard

\_\_\_\_\_

yard

\_\_\_\_\_

\_\_\_\_\_

sharp

sharp

\_\_\_\_\_

sharp

\_\_\_\_\_

\_\_\_\_\_

dark

dark

\_\_\_\_\_

dark

\_\_\_\_\_

\_\_\_\_\_

arm

arm

\_\_\_\_\_

arm

\_\_\_\_\_

\_\_\_\_\_

Print the words.

barn

yard

sharp

dark

arm

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Print the words.

horn

horn

\_\_\_\_\_

horn

\_\_\_\_\_

\_\_\_\_\_

sport

sport

\_\_\_\_\_

sport

\_\_\_\_\_

\_\_\_\_\_

north

north

\_\_\_\_\_

north

\_\_\_\_\_

\_\_\_\_\_

short

short

\_\_\_\_\_

short

\_\_\_\_\_

\_\_\_\_\_

thorn

thorn

\_\_\_\_\_

thorn

\_\_\_\_\_

\_\_\_\_\_



Print the words.

horn

sport

north

short

thorn

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Print the words.

herd

herd

herd

herd

\_\_\_\_\_

\_\_\_\_\_

perk

perk

perk

perk

\_\_\_\_\_

\_\_\_\_\_

fern

fern

fern

fern

\_\_\_\_\_

\_\_\_\_\_

verb

verb

verb

verb

\_\_\_\_\_

\_\_\_\_\_

perch

perch

perch

perch

Print the words.

herd

perk

fern

verb

perch

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Print the words on the lines where they fit best.



1. shark



2. hamm·er



3. hor·net



4. zipp·er



5. stork



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.11

In the box are 4 words. Print them on the lines where they fit best.

shark

fork

scarf

horn



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

In the box are 4 words. Print them on the lines where they fit best.

hor·net

hawk

gar·lic

pop·corn



---

---

---

---

---

---



---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# PP.12

Activity Page

*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





NAME: \_\_\_\_\_

PP.13

Activity Page

DATE: \_\_\_\_\_

Print the words.

today

today

\_\_\_\_\_

yesterday

yesterday

tomorrow

tomorrow

to

to

\_\_\_\_\_

too

too

\_\_\_\_\_

two

two

\_\_\_\_\_

here

here

\_\_\_\_\_

there

there

\_\_\_\_\_

said

said

\_\_\_\_\_

says

says

\_\_\_\_\_

Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.14

Activity Page

Mark the words that are said.

1. big storm

big step

2. af·ter class

af·ter dark

3. strong legs

strong arms

4. could not run

should not run

5. boiled eggs

soft eggs

6. a red car·pet

a red car

7. coiled up snake

coiled up rope

8. plant a gar·den

keep a gar·den

9. use a fork

use a broom

10. far·ther north

far·ther south



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Fill in the \_\_\_\_\_ with the words in the box.

|  |                                |
|--|--------------------------------|
| <p>—out·side—</p> <p>bark·ing</p> <p>for·est</p> | <p>sing·ing</p> <p>car·pet</p> |
|--|--------------------------------|

1. Jen went outside to the yard.
2. Brent was \_\_\_\_\_ a song.
3. There are lots of trees in a \_\_\_\_\_ .
4. The dog was \_\_\_\_\_ all morn·ing.
5. There is a red \_\_\_\_\_ in this room.

Fill in the \_\_\_\_\_ with the words in the box.

ant·lers  
tem·per  
lunch·time

jump·ing  
tool·box

1. Ben likes \_\_\_\_\_ on the bed.

2. Dad got his \_\_\_\_\_ so he could fix the pipe.

3. Mom lost her \_\_\_\_\_ and yelled at the dog.

4. The deer has sharp \_\_\_\_\_.

5. Is it \_\_\_\_\_ yet?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.16

Activity Page

Fill in the \_\_\_\_\_ with the words in the box.

~~blis·ters~~  
matt·ress  
sand·wich

park·ing  
licked

1. Af·ter the hike I had  
on my feet.

blisters

2. Fran ate her \_\_\_\_\_ .

3. Dad found a \_\_\_\_\_ spot  
for the car.

4. I have a soft \_\_\_\_\_  
on my bed.

5. The man was \_\_\_\_\_ by a  
dog.



Fill in the \_\_\_\_\_ with the words in the box.

melt·ed  
pop·corn  
nos·trils

art·ist  
sev·en

1. The flame \_\_\_\_\_ the wax.

2. An \_\_\_\_\_ makes art.

3. Af·ter six we count to \_\_\_\_\_.

4. Is it fun to pop \_\_\_\_\_?

5. Your nose has two \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Yes or no? Print *yes* or *no* on the lines.

1. Do o kids have a  
bed·time?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Are your bones  
soft?

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. Do art·ists use  
brush·es?

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. Can a back·yard  
have grass?

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. Should you make a  
camp·fire in·side?

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. Can chil·dren drive  
cars?

\_\_\_\_\_  
-----  
\_\_\_\_\_

7. Do o kitt·ens have  
teeth?

\_\_\_\_\_  
-----  
\_\_\_\_\_

8. Could a plant sip a  
milk·shake?

\_\_\_\_\_  
-----  
\_\_\_\_\_

Yes or no? Print *yes* or *no* on the lines.

1. Should you drop  
trash on the ground?

---

---

---

2. Do some parks have  
slides?

---

---

---

3. Can you bake a  
cake in a round pan?

---

---

---

4. Is a trip to the  
den·tist fun?

---

---

---

5. Can you hike  
out·side in the  
summ·er?

---

---

---

6. Would a pet fish like  
to sleep in a bed?

---

---

---

7. Are pig·lets cute?

---

---

---

8. Is sev·en a num·ber?

---

---

---

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

# Groundhogs

## What Groundhogs Look Like

Here you can see a ground·hog.

Ground·hogs have sharp claws that help them dig holes in the ground. They spend a lot of time down in those dark holes.

## Food Groundhogs Like

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·ers, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake or a bob·cat close by.



## More Food Groundhogs Like

This ground·hog is named Pepp·er. We feed her grass, tree bark, and in·sects, but the food that she likes best is corn. We found that out yes·ter·day morn·ing when she got out from her pen.

We found her in the pett·ing zoo. She ate a lot of the corn that was there for the ducks and hens.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.19

Take-Home

**Dear Family Member,**

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Termites

### Food Termites Like

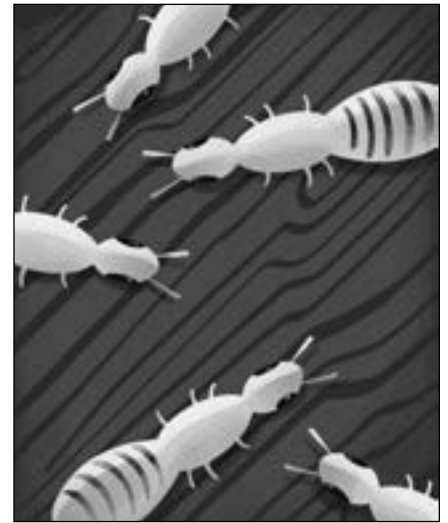
What do you kids like to have for lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood or a big tree stump for lunch? Would you like that?

Well, if you were a ter·mite, you would like it. Ter·mites are in·sects that like to munch on wood.

### A Termite Home

See this big spike stick·ing up from the ground? It looks sort of like a



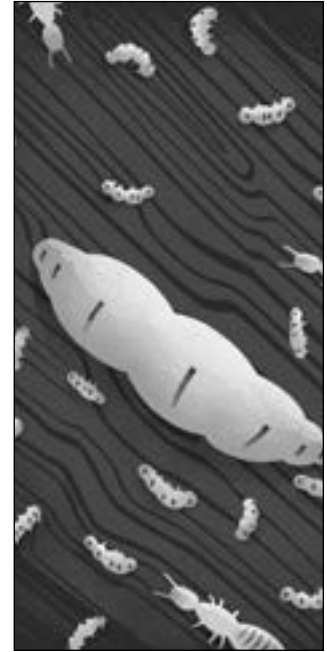
rock, but it is a **ter·mite** mound. If you could look in·side, you would see lots of **ter·mites**.

## What Termites Look Like

If you would like to see what **ter·mites** look like, take a peek in this box.

As you can see, **ter·mites** look a lot like ants. They have six legs like ants. A **ter·mite** mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the **ter·mite** queen is much **bigg·er** than the rest of the **ter·mites**.

Would a **ter·mite** munch on your home? It would if your home is made of wood. The **ter·mites** from a big mound could have your liv·ing room for lunch and your bed·room for dinn·er!



# The Ostrich

1. The os·trich at the Green Fern Zoo tips the scales at . . .

three hun·dred pounds.

two pounds.

two hun·dred pounds.

2. Can an os·trich run fast?

\_\_\_\_\_

-----

=====

-----

=====

-----

=====

-----

=====

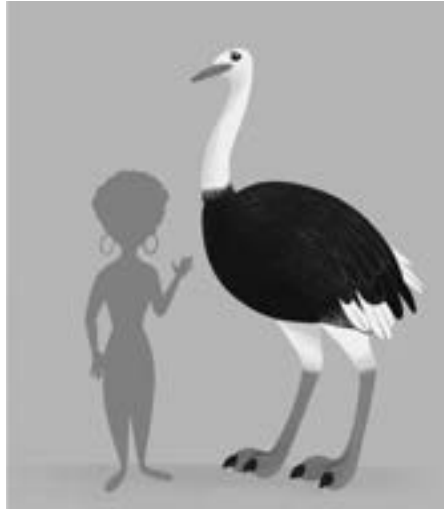
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=====

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



*Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.*



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

NAME: \_\_\_\_\_

PP.21

DATE: \_\_\_\_\_

# Deer

1. Was Hope born in the zoo?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What happened to Hope's leg?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

*Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.*



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

NAME: \_\_\_\_\_

PP.22

DATE: \_\_\_\_\_

# The Petting Zoo

1. What is the rabbit's name?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What scares the chickens?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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

3. Which critt·er from the pett·ing zoo do  
you like best? Why?

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Cut out the cards.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students underline the past-tense marker -ed in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

—started /ed/ —grinned /d/ —helped /t/ —marked / /

nodded / / greeted / / horned / / dozed / /

planted / / snarled / / smoked / / shaped / /

/ed/

/d/

/t/

|         |         |        |
|---------|---------|--------|
| started | grinned | helped |
| -----   | -----   | -----  |
| -----   | -----   | -----  |
| -----   | -----   | -----  |
| -----   | -----   | -----  |
| -----   | -----   | -----  |
| -----   | -----   | -----  |
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