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# Word Knowledge A

Your student is learning the fundamentals of reading. You will help them understand the individual sounds and letters in written language. The following activities are included in this section:

- **“Every Letter A-Z”**
  - Alphabet “My Name” Worksheet
  - Alphabet Reference Sheet
  - Alphabet Writing Practice Worksheets
- **“Focus on the Vowels”**
  - Practice Worksheet: Short Vowel /a/
  - Mini Book Reading Option: Nan and Pap
- **“Word Families”**
  - Practice Worksheet: Word Families \_an, \_ad

## ★ Recommendations for a Reading Entry Routine

- **How to choose a starting reading:**
  - Select three reading options from different parts of the literacy materials: one with visual support, one with simple, familiar patterns, and one that is slightly challenging.
  - Invite your student to: read aloud, read quietly, and listen while you read.
  - Observe: Word recognition, understanding of meaning, and willingness to keep reading.
  - Choose the option that your student feels most confident and engaged with.

## ★ Recommendations for Reading Comprehension Questions

- **These questions can be used with any reading, mini book, or passage:**
  - **Before reading**, look at the book cover and ask: *What do you think this book might be about? What do you already know about this topic?*
  - **During reading**: *What is happening right now? What words or pictures help you understand what is going on?*
  - **After reading**: *What was this book mostly about? Would you want to read something like this again?*
  - Students can also draw their favorite part of the book, retell the reading in their own words, act out a story scene, or match words or pictures from the story.

Name: \_\_\_\_\_

# My Name

## Directions

1. **Write** your name on the line above.
2. **Look** at the letters below.
3. **Circle** all the letters in your first name.
4. **Point** to each letter as you sing the ABC song.

A B C D E F G

H I J K L M N O

P Q R S T U V

W X Y Z

Extra!

**Underline** the first letter of your last name.

Depending on children's age and level, you might want to complete one as a demonstration before asking children to work independently. For each page:

1. Copy the page for each child. You'll probably want to have all children do the same page at once so that if they are sharing them when complete, they are sharing information on the same topic. Distribute the pages.
2. Set the stage for following directions and writing and drawing by examining the page together and asking questions such as:
  - \* What is the title of the page?
  - \* Can you point to the directions box?
  - \* How many steps are in the directions?
  - \* What do the directions say to do first?
  - \* What do the directions say to do second?
  - \* What do the directions say to do next?
  - \* What do the directions say to do last?
  - \* Can you point to the number 1 (then 2, 3, and 4) in the directions?
  - \* Can you point to the word "circle" in the directions?
  - \* Can you point to the word "draw" in the directions? (and *cut*, *write*, *check*, *decide*, and so on).
3. Check that children are following each direction correctly and completing the steps in order.
4. Invite children to share their responses with the group or with a buddy.

## Connections to the Common Core State Standards

The Common Core State Standards Initiative (CCSSI) has outlined learning expectations in English/Language Arts for students at different grade levels. The activities in this book align with the following standards for students in kindergarten and grade 1.

### Reading Standards for Informational Text

#### Range of Reading and Level of Text Complexity

- K.10 Actively engage in group reading activities with purpose and understanding.
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1.

### Reading Standards: Foundational Skills

#### Print Concepts

- K.1, 1.1 Demonstrate understanding of the organization and basic features of print.

#### Phonics and Word Recognition

- K.3, 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

#### Fluency

- K.4 Read emergent-reader texts with purpose and understanding
- 1.4 Read with sufficient accuracy and fluency to support comprehension.

### Language Standards

#### Conventions of Standard English

- K.1, 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.2, 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# The Alphabet

Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz

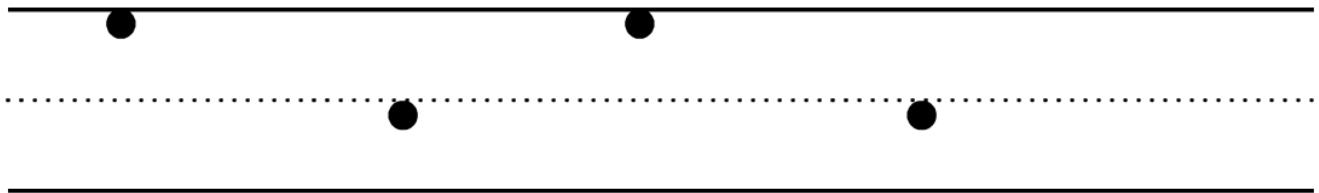
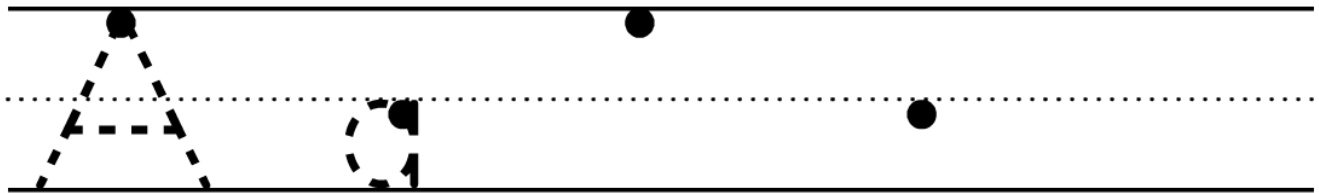
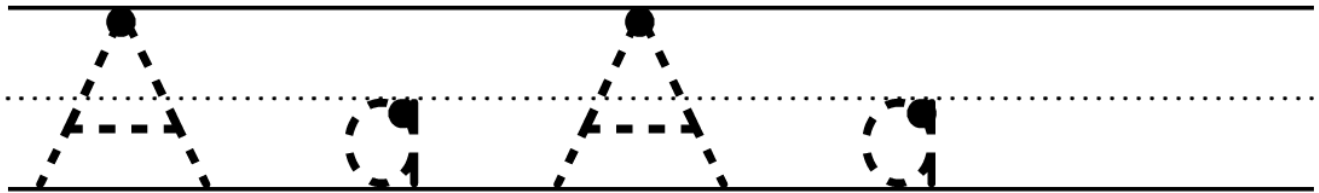
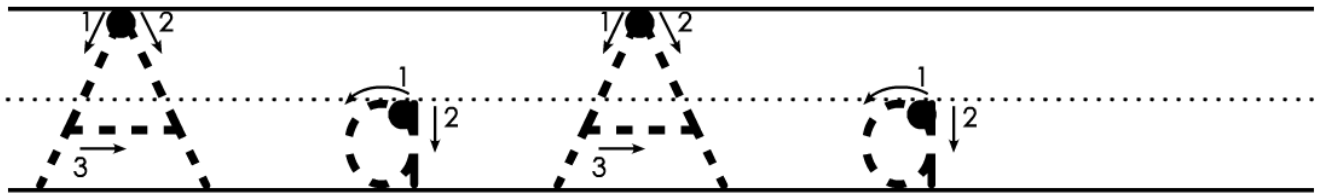
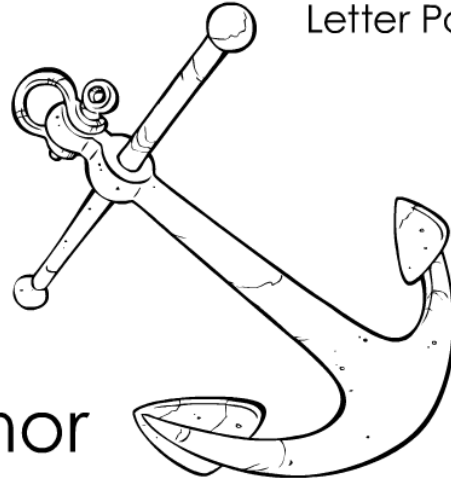


Name \_\_\_\_\_

**Alphabet Tracing**  
Letter Pairs: **Aa**

**A a**

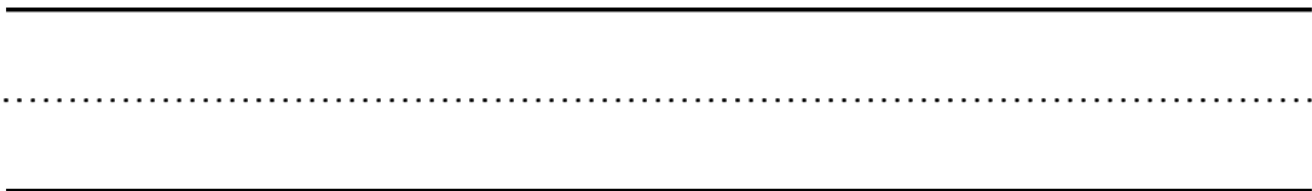
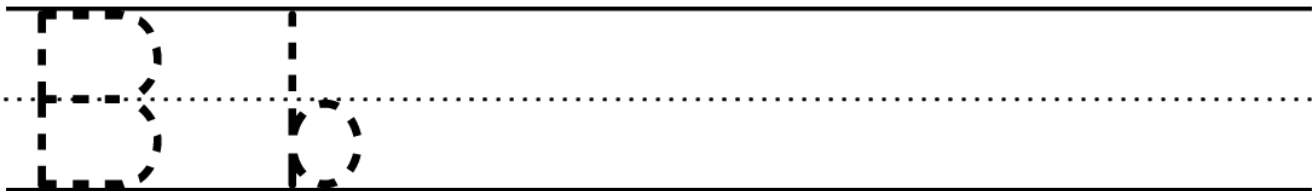
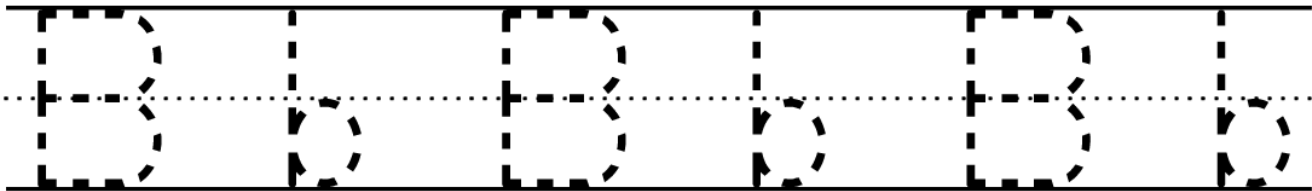
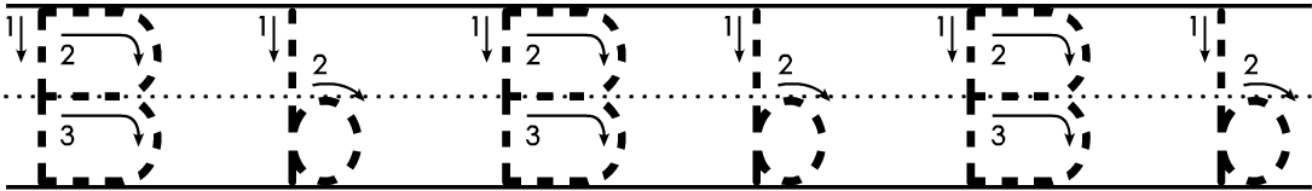
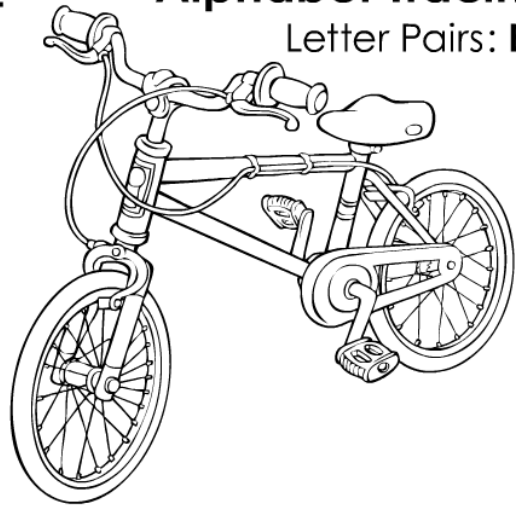
anchor



Name \_\_\_\_\_

**Alphabet Tracing**  
Letter Pairs: **Bb**

**Bb** bicycle

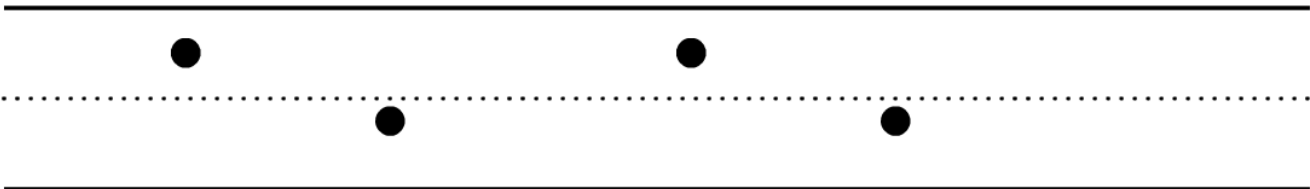
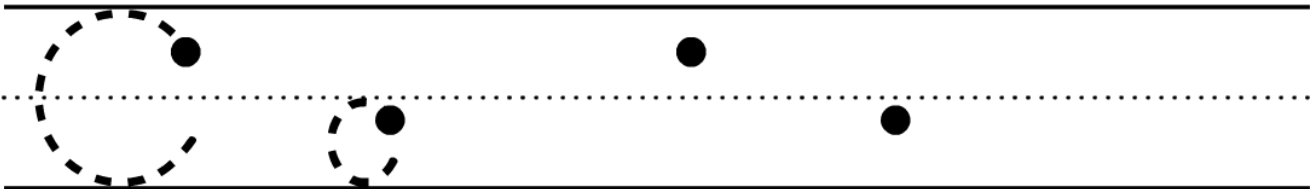
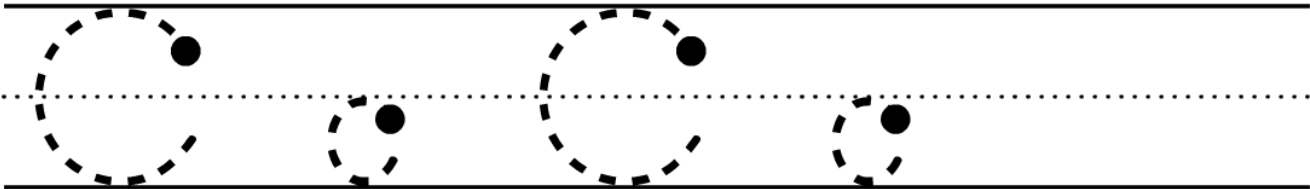
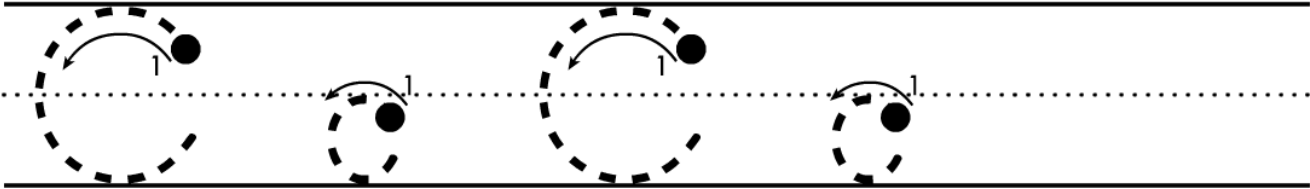
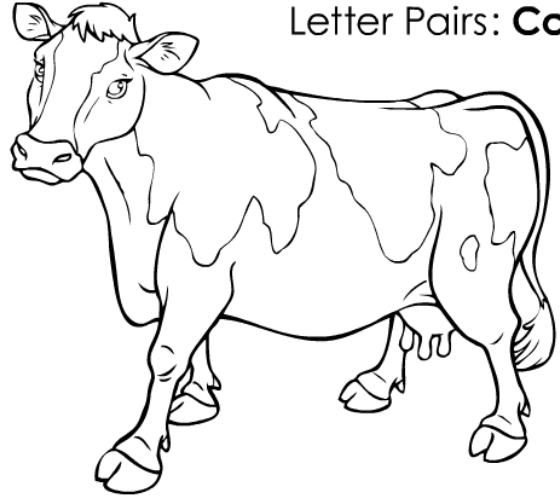


Name \_\_\_\_\_

**Alphabet Tracing**  
Letter Pairs: Cc

C c

COW

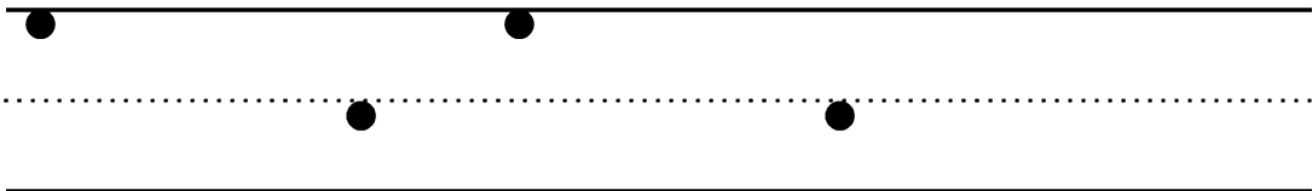
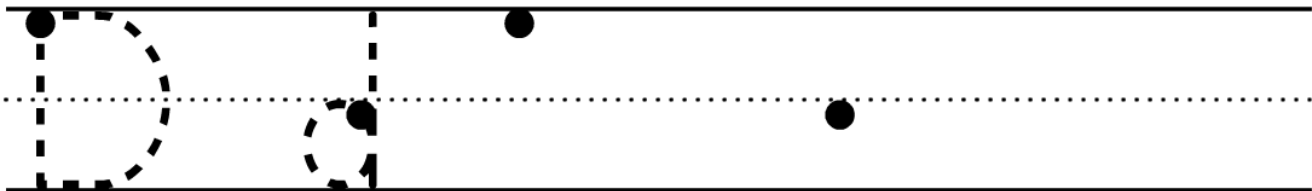
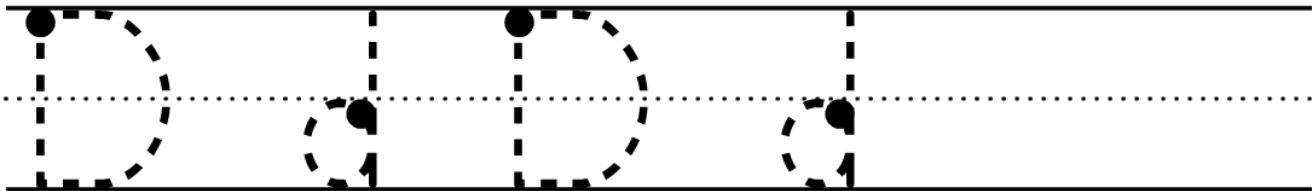
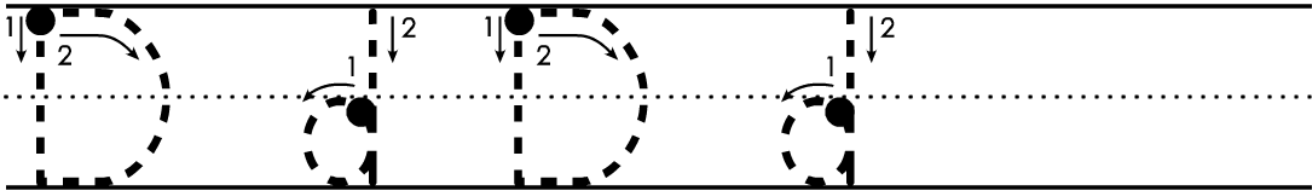


Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Dd

Dd doll



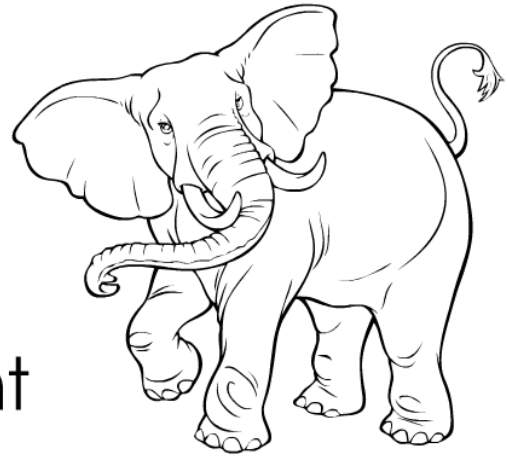
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Ee

# E e

elephant



Tracing guide for uppercase E and lowercase e. The uppercase E is formed by four strokes: 1. vertical down, 2. top horizontal right, 3. middle horizontal right, 4. bottom horizontal right. The lowercase e is formed by two strokes: 1. counter-clockwise circle, 2. horizontal line across the middle.

Tracing practice row 1: Dashed uppercase E, dashed lowercase e, dashed uppercase E, dashed lowercase e, dashed uppercase E, dashed lowercase e.

Tracing practice row 2: Dashed uppercase E, solid lowercase e, solid lowercase e, solid lowercase e, solid lowercase e.

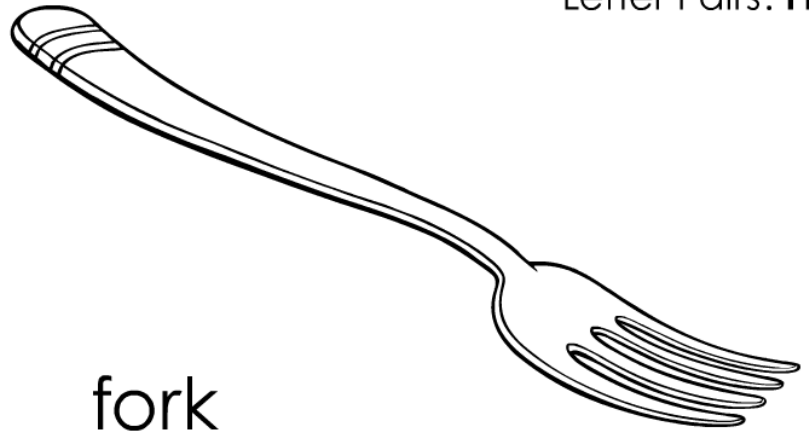
Tracing practice row 3: Solid uppercase E, solid lowercase e, solid lowercase e, solid lowercase e, solid lowercase e.

Name \_\_\_\_\_

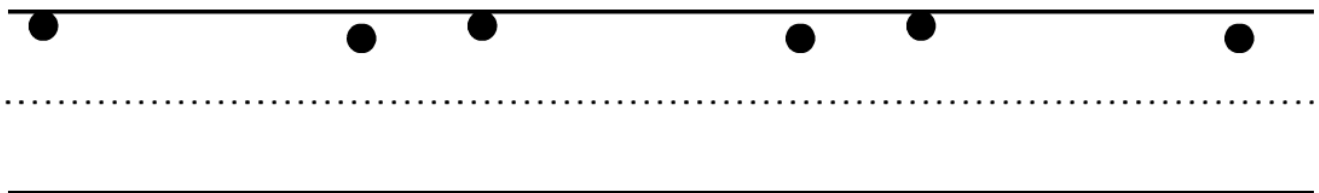
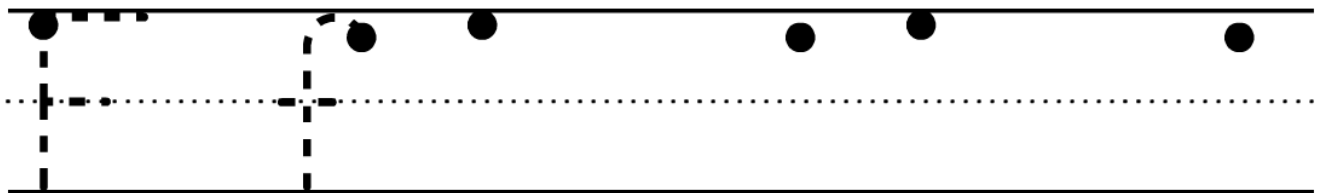
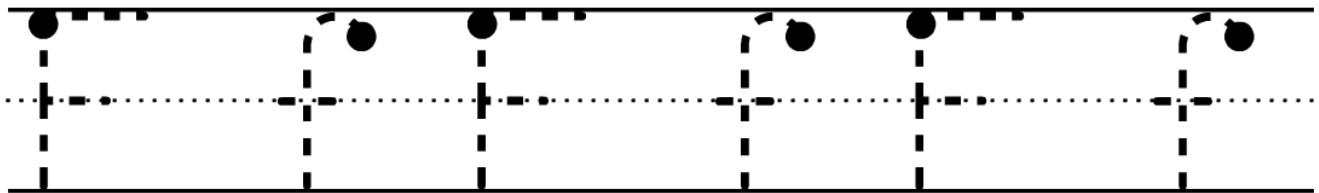
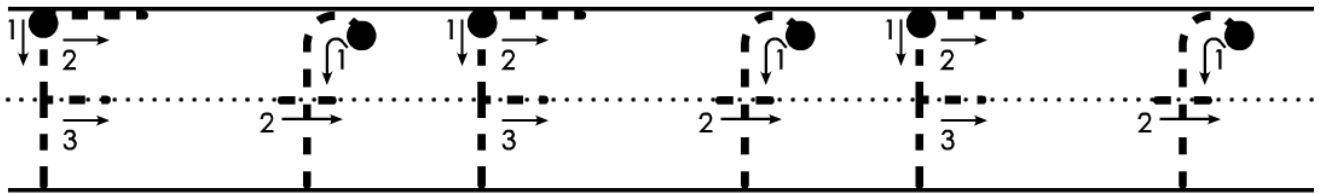
# Alphabet Tracing

Letter Pairs: Ff

# Ff



fork

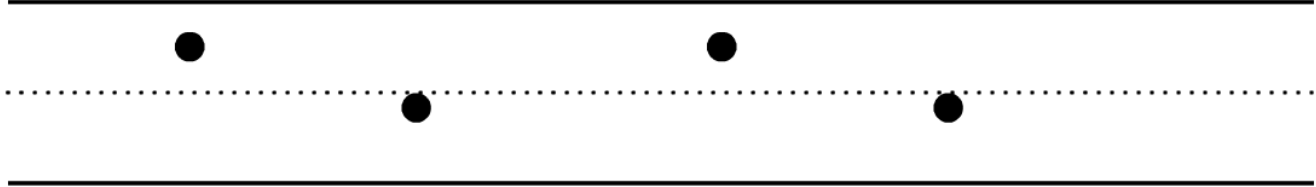
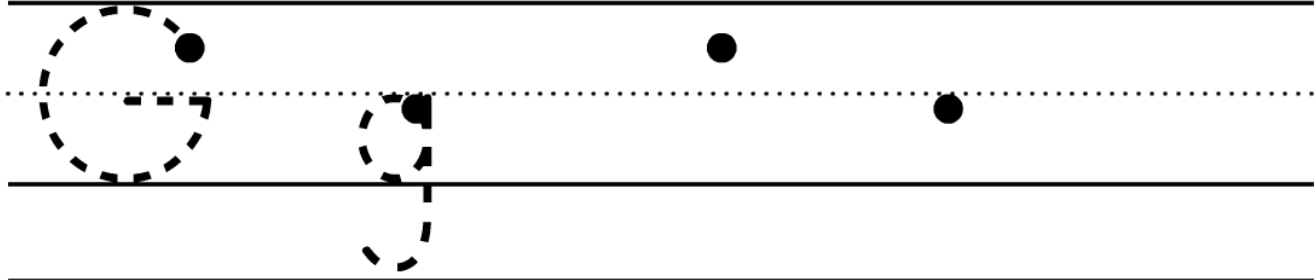
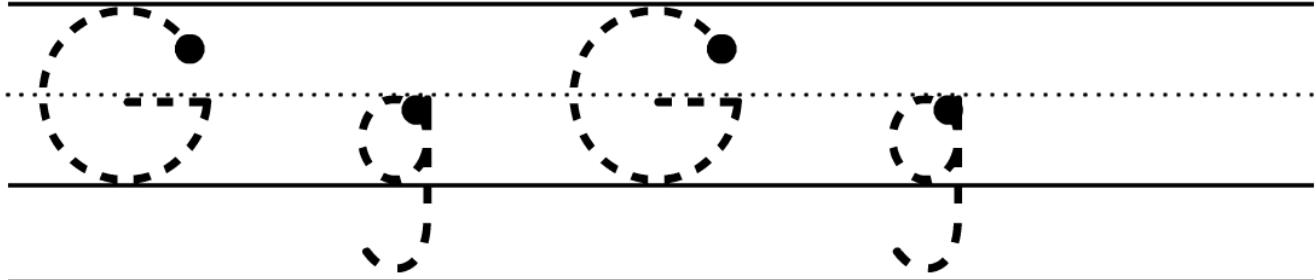
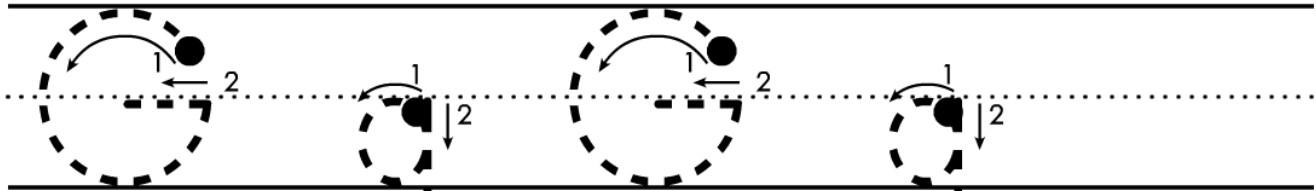
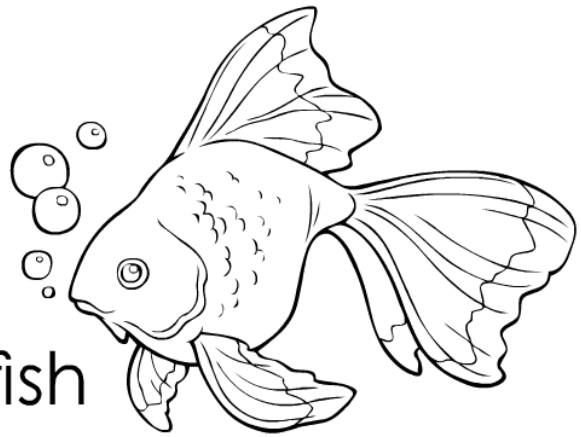


Name \_\_\_\_\_

**Alphabet Tracing**  
Letter Pairs: **Gg**

**Gg**

goldfish

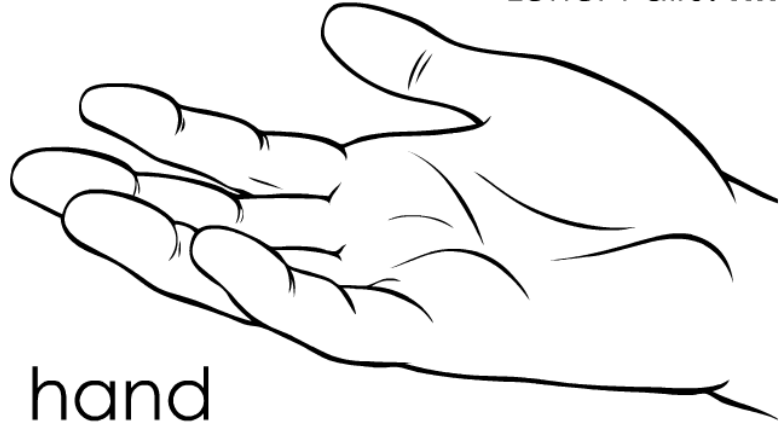


Name \_\_\_\_\_

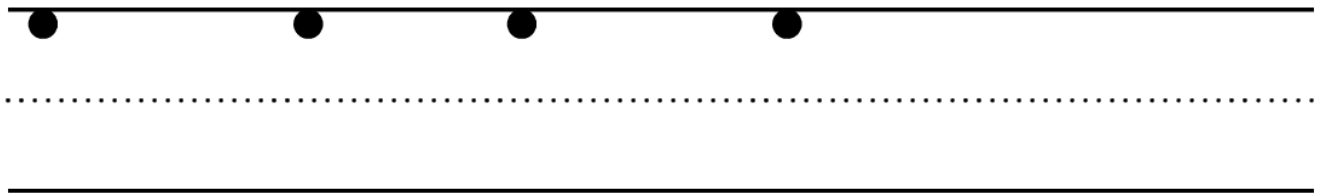
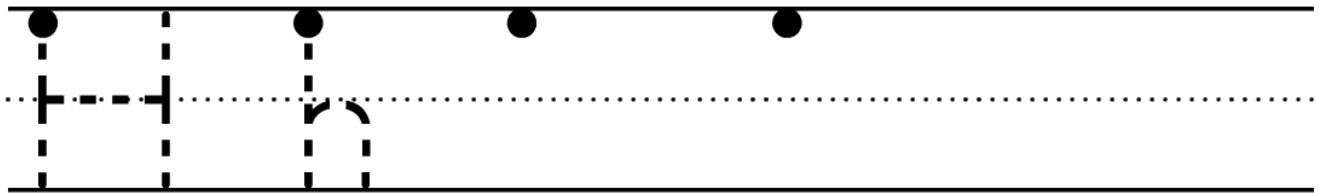
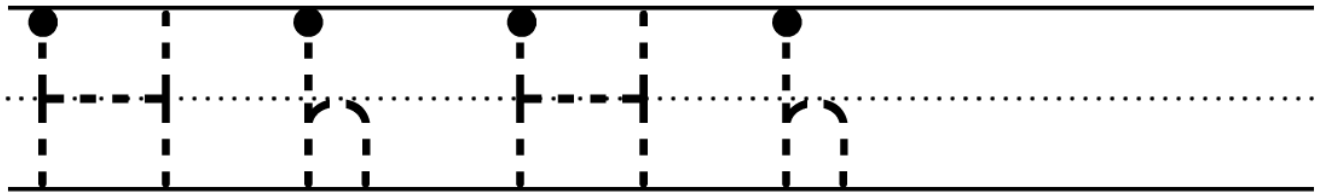
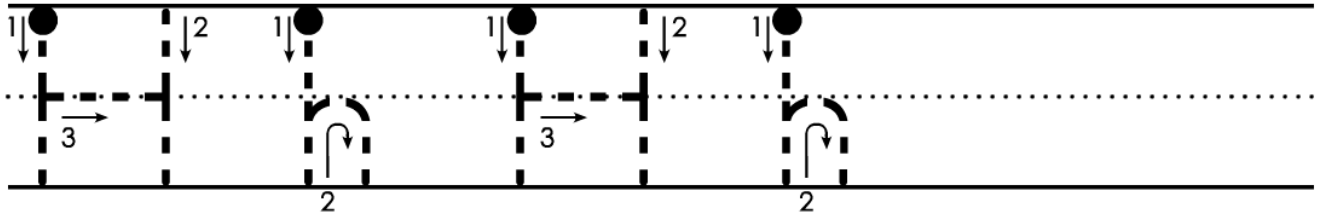
# Alphabet Tracing

Letter Pairs: Hh

# Hh



hand

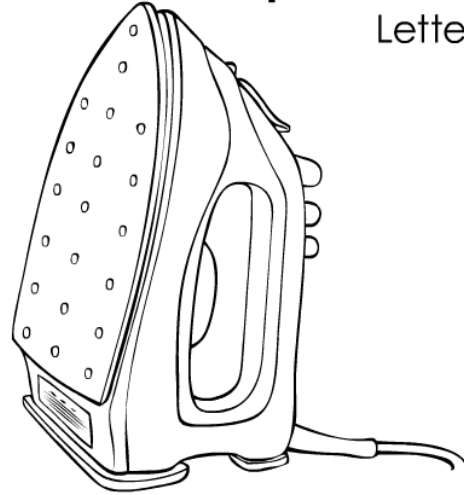


Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: li

I i iron



Tracing row 1: A set of three horizontal lines (top, middle-dotted, bottom). It contains four pairs of letters. Each uppercase 'I' is formed by three strokes: 1. a vertical line down, 2. a horizontal line across the top, and 3. a horizontal line across the bottom. Each lowercase 'i' is formed by two strokes: 1. a vertical line down, and 2. a dot above the line.

Tracing row 2: A set of three horizontal lines (top, middle-dotted, bottom). It contains four pairs of dashed uppercase 'I' and lowercase 'i' for tracing.

Tracing row 3: A set of three horizontal lines (top, middle-dotted, bottom). It contains four pairs of solid uppercase 'I' and lowercase 'i' for tracing.

Tracing row 4: A set of three horizontal lines (top, middle-dotted, bottom). It contains four pairs of solid uppercase 'I' and lowercase 'i' for tracing.

Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Jj

# Jj

jeans



Tracing practice area with four rows of handwriting lines (top, middle-dotted, bottom). Each row contains a sequence of letters for tracing:

- Row 1: Dashed uppercase 'J' with stroke order arrows (1: down, 2: curve), followed by a dotted uppercase 'J' with a starting dot, then another dashed uppercase 'J' with stroke order arrows, a dotted uppercase 'J' with a starting dot, a dashed uppercase 'J' with stroke order arrows, and a dotted uppercase 'J' with a starting dot.
- Row 2: Dashed lowercase 'j' with stroke order arrows (1: down, 2: curve), followed by a dotted lowercase 'j' with a starting dot, then another dashed lowercase 'j' with stroke order arrows, a dotted lowercase 'j' with a starting dot, a dashed lowercase 'j' with stroke order arrows, and a dotted lowercase 'j' with a starting dot.
- Row 3: Dashed uppercase 'J' with stroke order arrows, followed by a dotted uppercase 'J' with a starting dot, then another dashed uppercase 'J' with stroke order arrows, a dotted uppercase 'J' with a starting dot, a dashed uppercase 'J' with stroke order arrows, and a dotted uppercase 'J' with a starting dot.
- Row 4: Dashed lowercase 'j' with stroke order arrows, followed by a dotted lowercase 'j' with a starting dot, then another dashed lowercase 'j' with stroke order arrows, a dotted lowercase 'j' with a starting dot, a dashed lowercase 'j' with stroke order arrows, and a dotted lowercase 'j' with a starting dot.

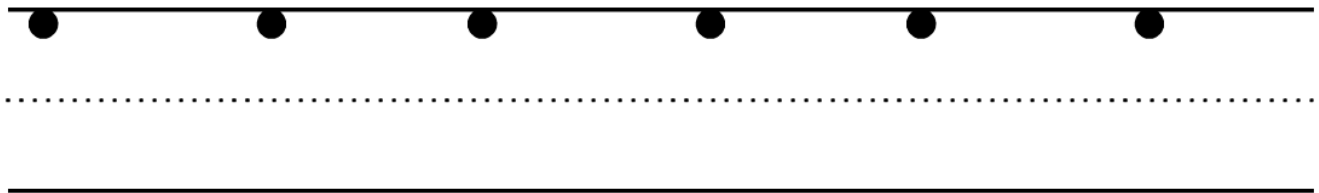
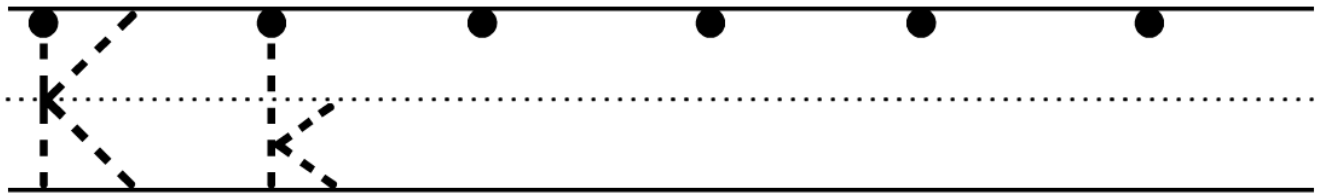
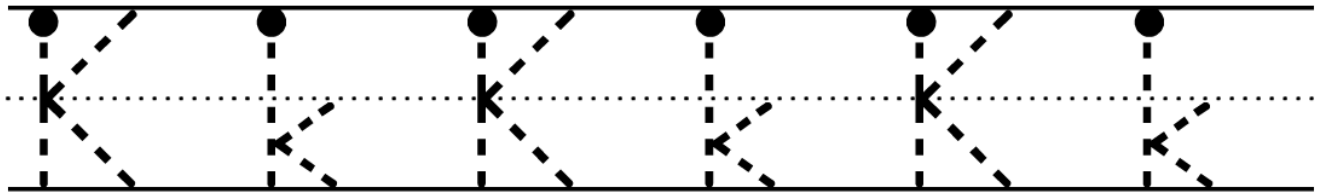
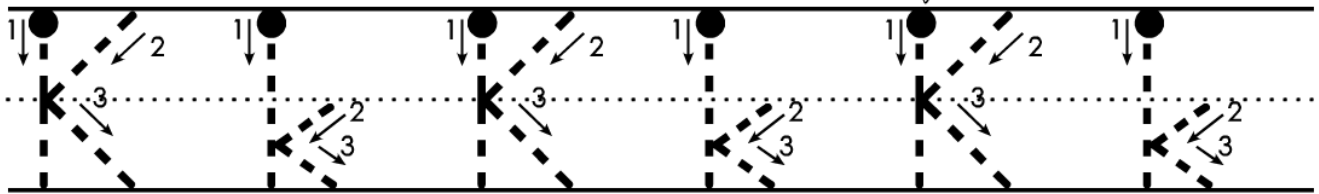
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Kk

# Kk

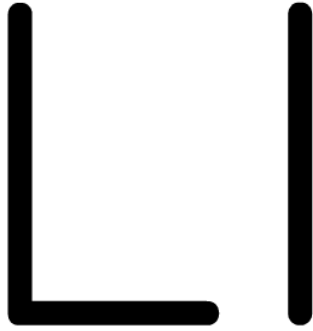
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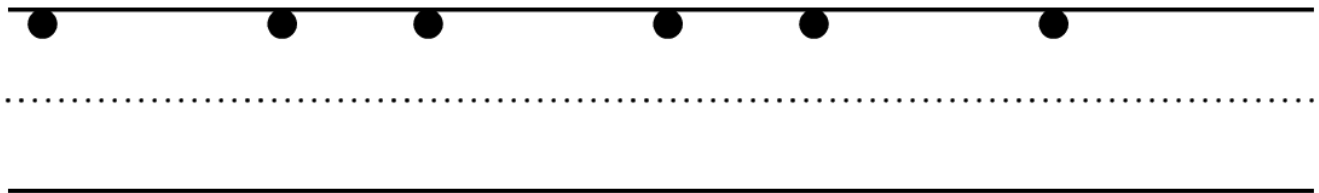
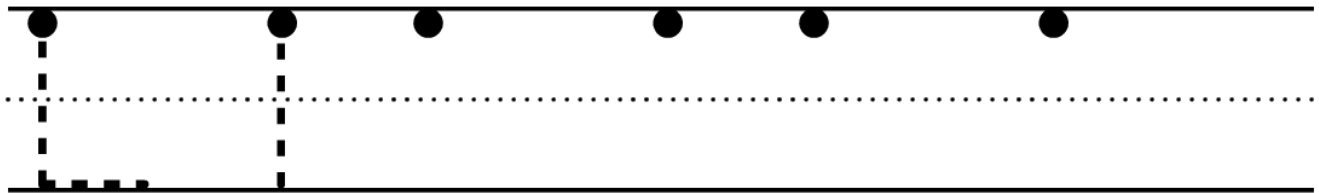
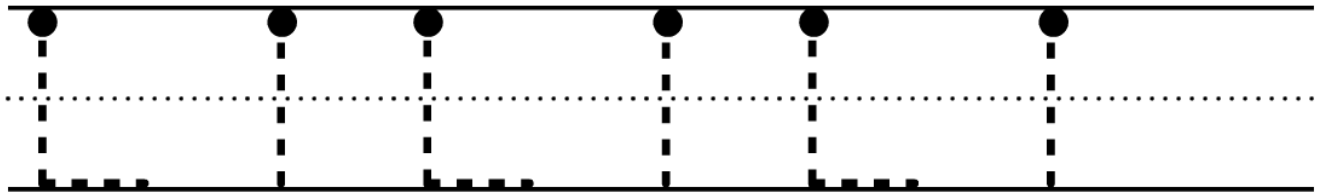
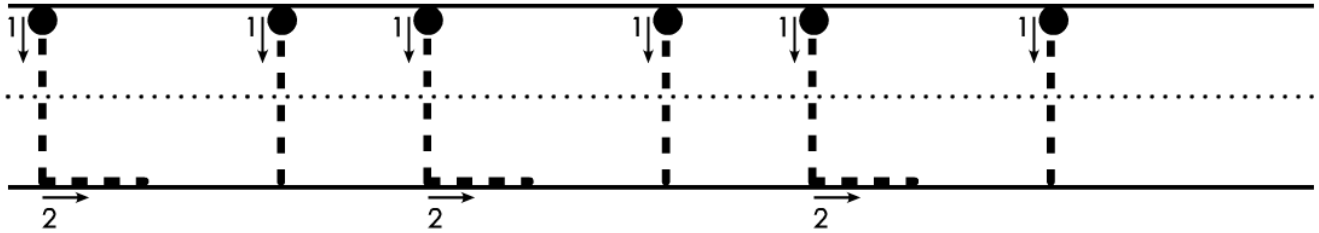
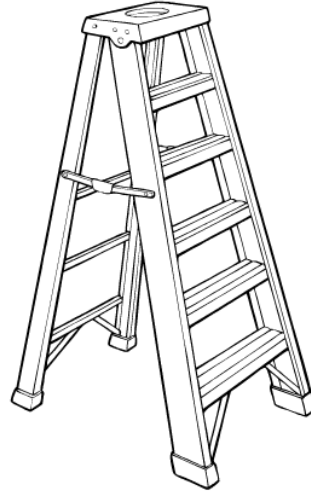
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Ll



ladder



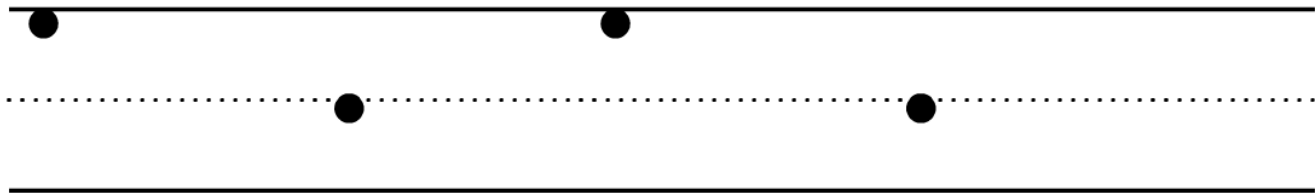
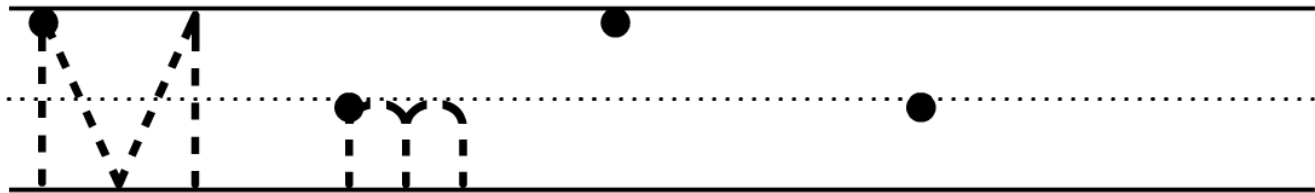
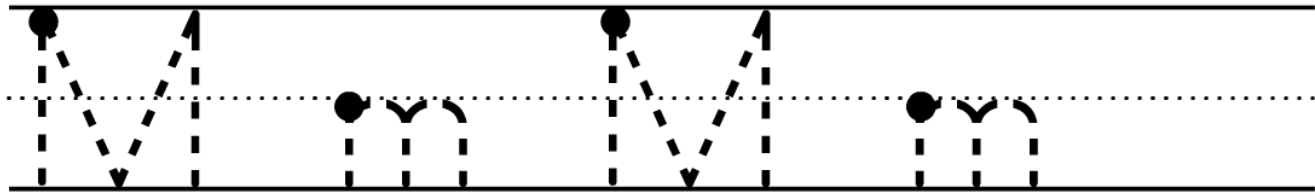
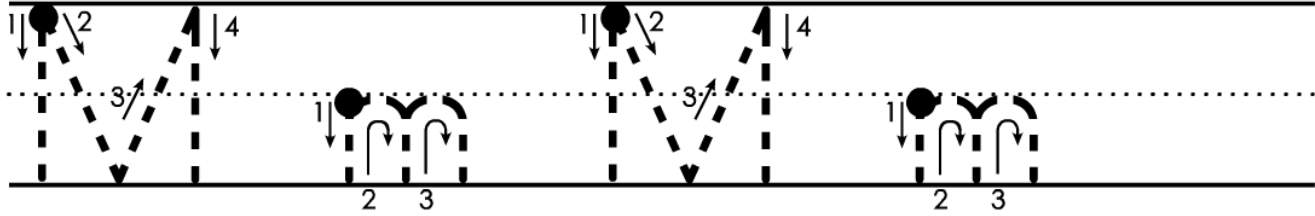
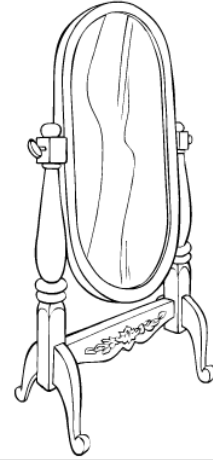
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Mm

# M m

mirror



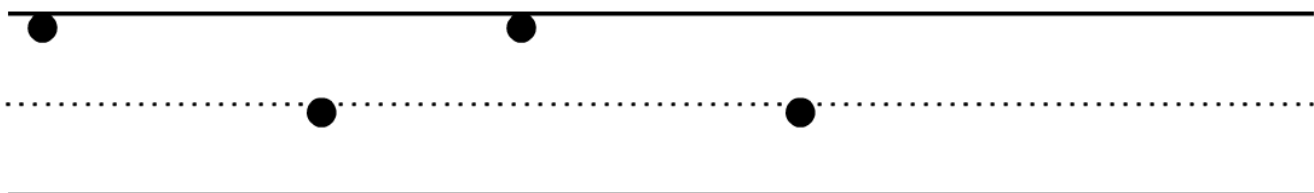
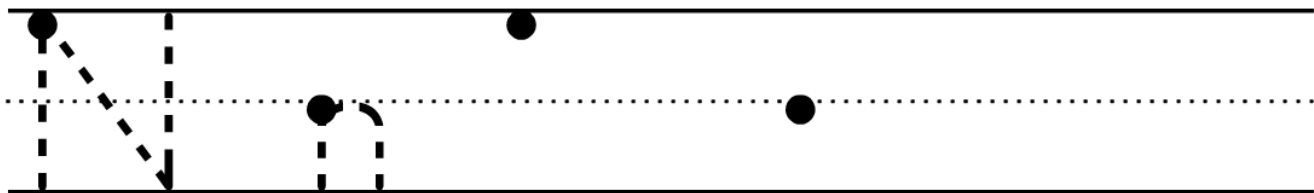
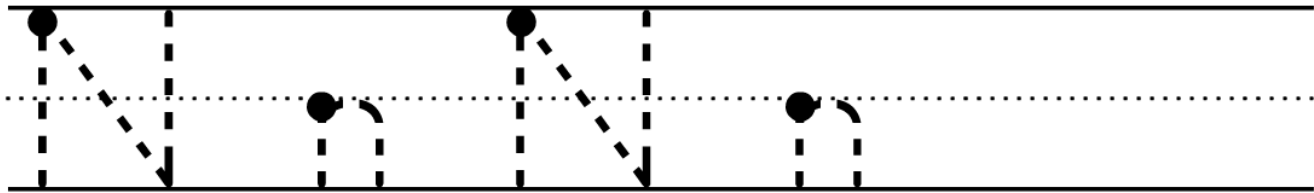
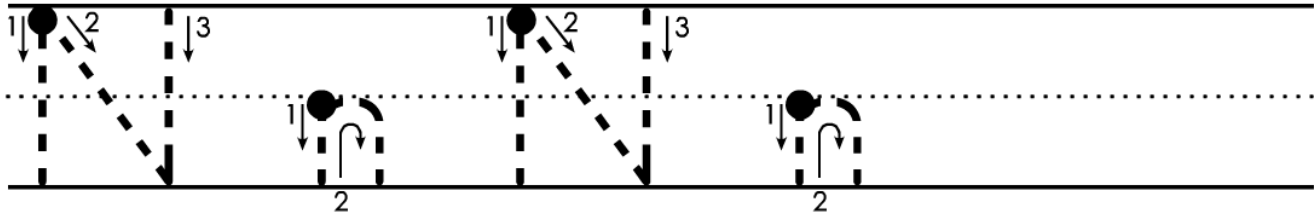
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Nn

# N n

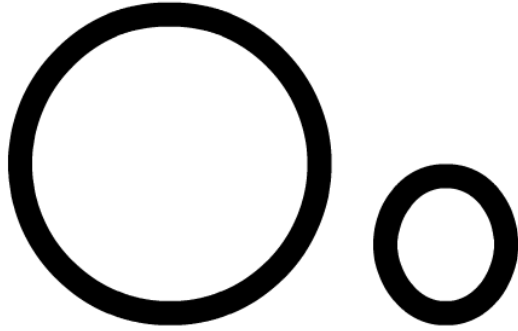
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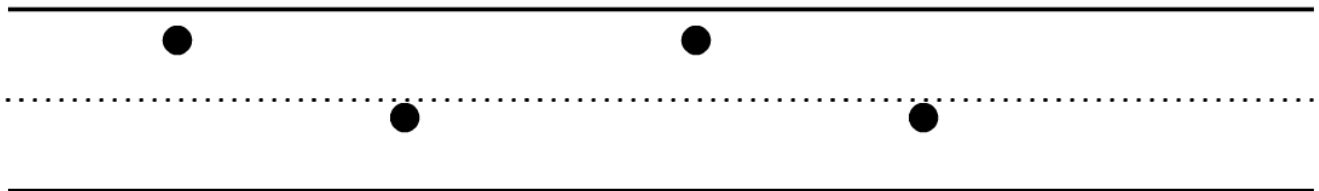
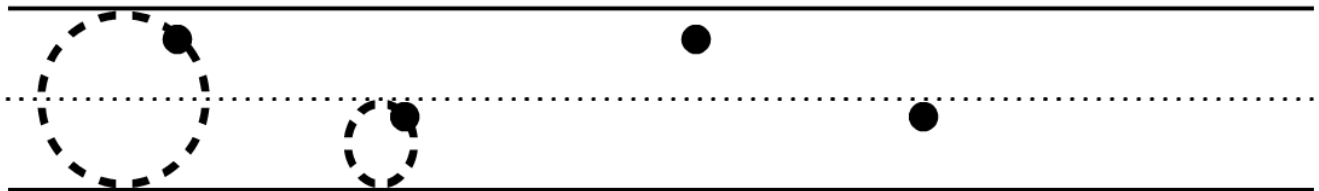
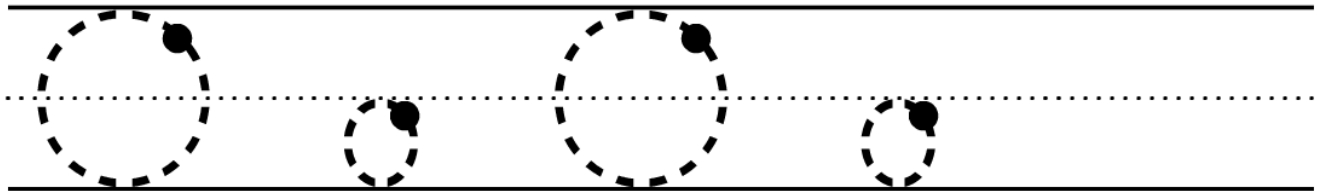
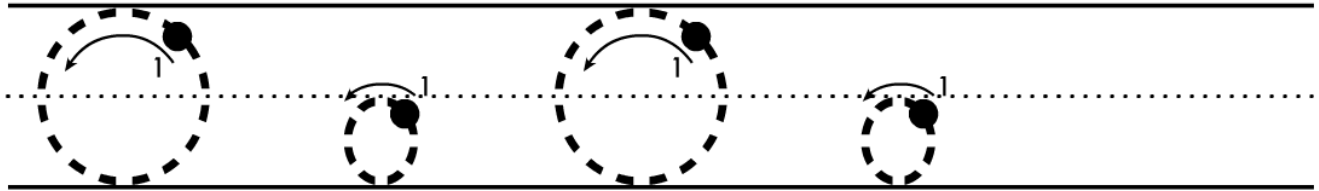
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Oo



owl



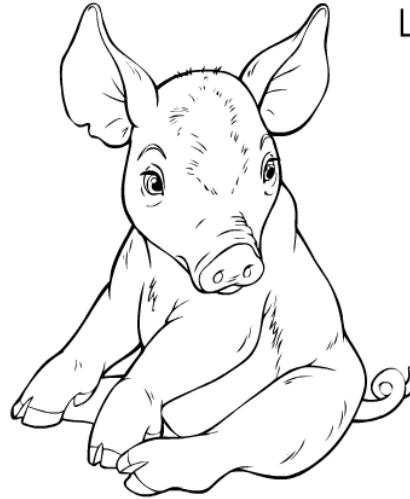
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Pp

# Pp

pig



Tracing practice area with four rows of handwriting lines (top, middle dashed, bottom). The first row shows dashed uppercase 'P' and lowercase 'p' with numbered arrows (1 and 2) indicating stroke order. The second row contains dashed uppercase 'P's and lowercase 'p's for tracing. The third row contains dashed uppercase 'P's and lowercase 'p's for tracing. The fourth row contains solid dots on the top and bottom lines, and a solid dot on the middle dashed line, for independent writing practice.

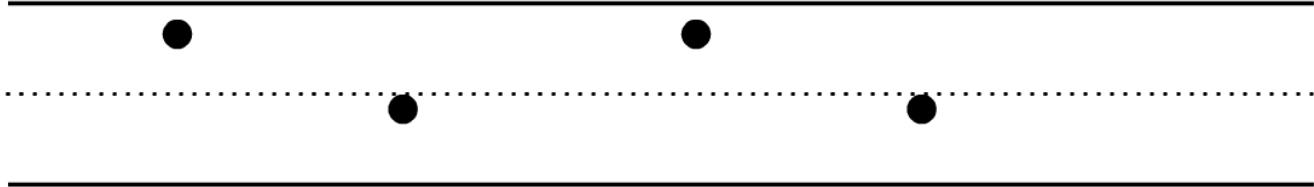
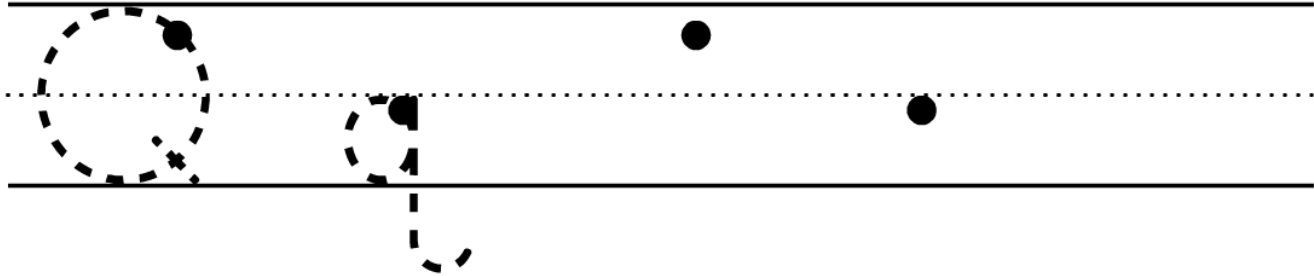
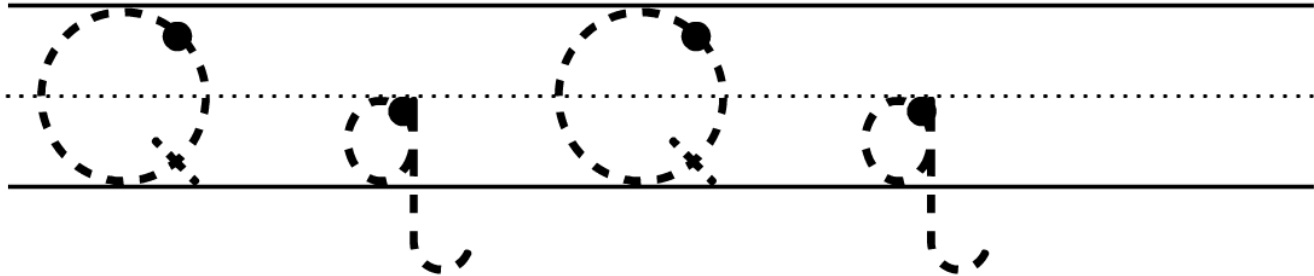
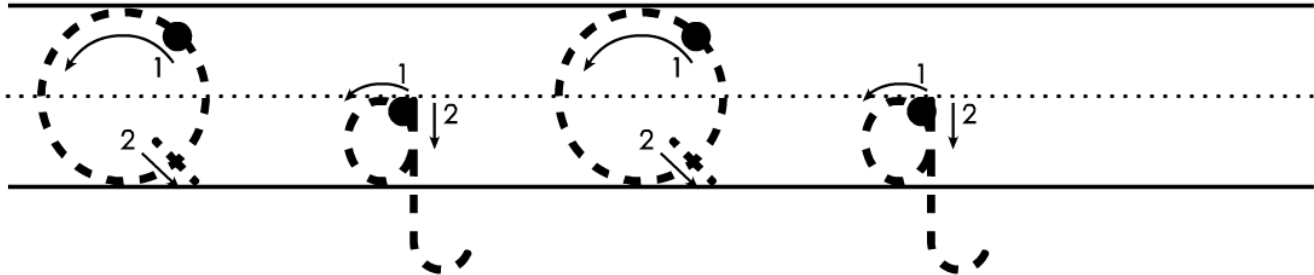
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Qq



queen



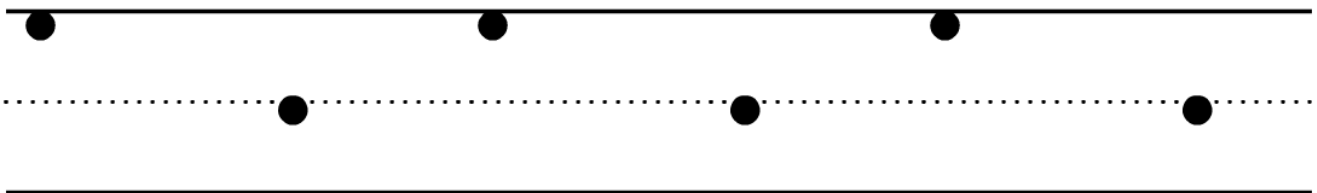
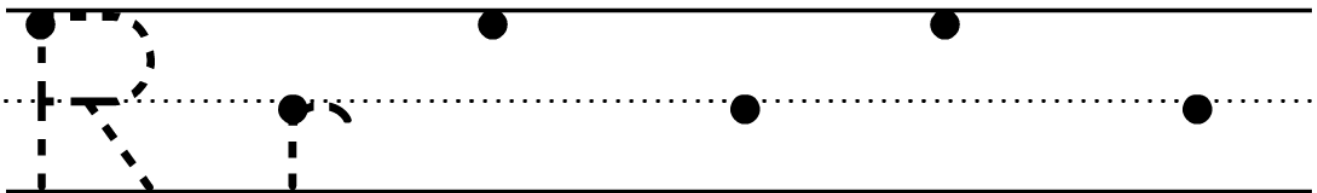
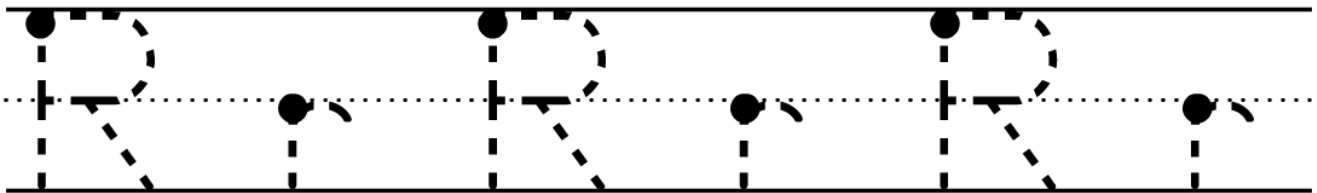
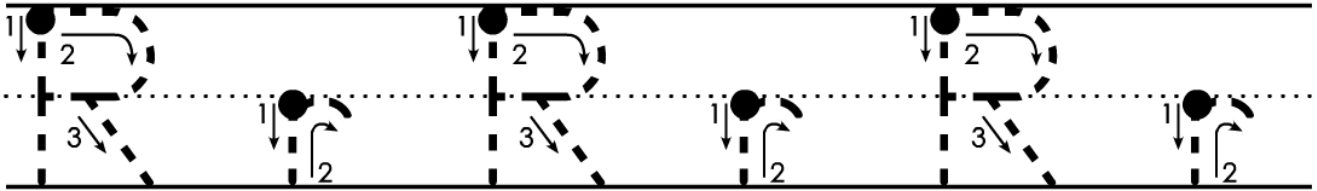
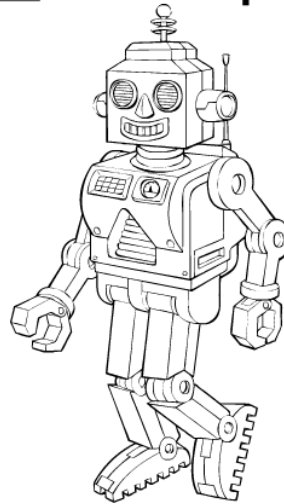
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Rr

# Rr

robot

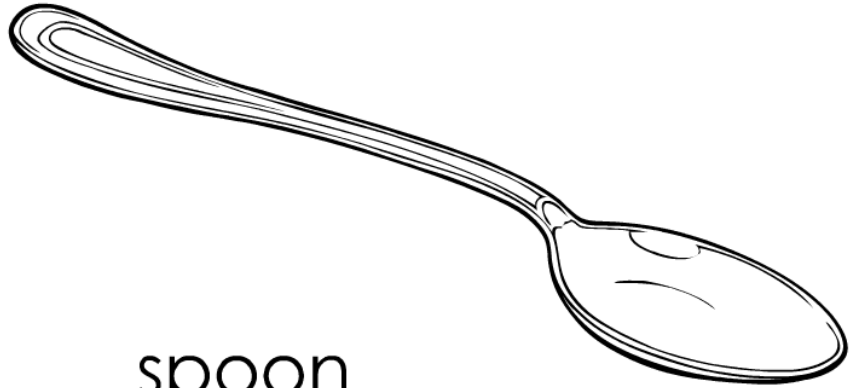


Name \_\_\_\_\_

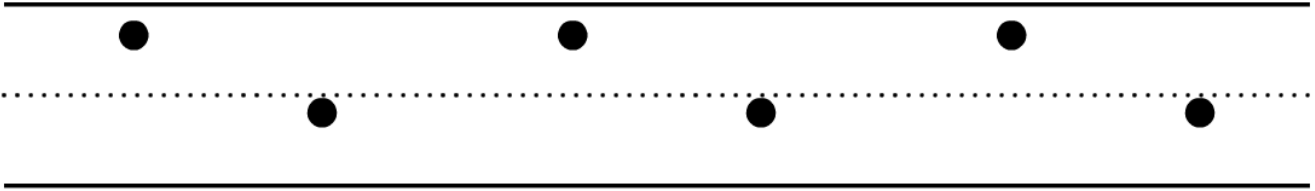
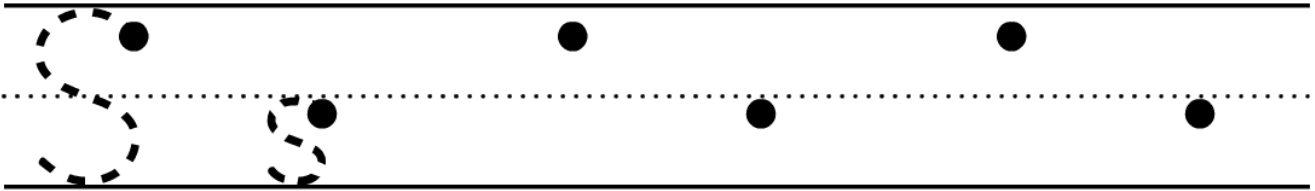
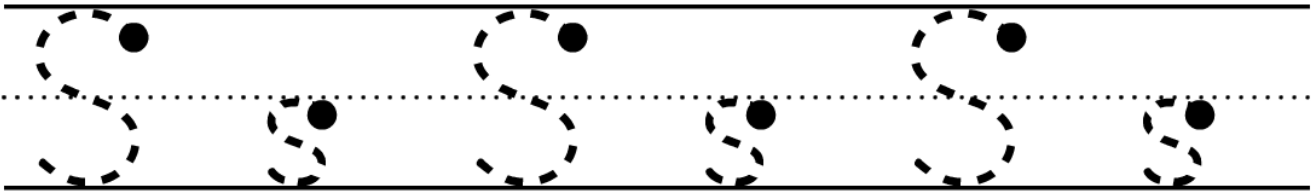
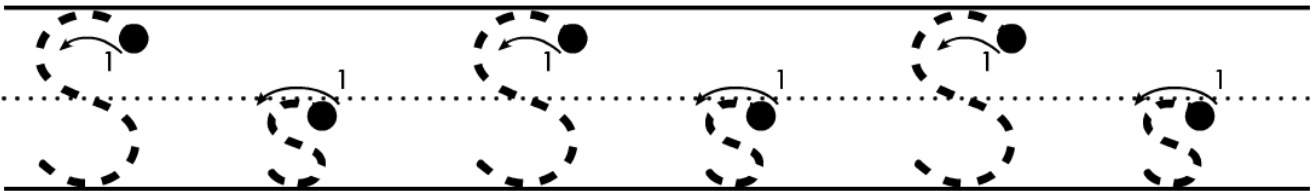
# Alphabet Tracing

Letter Pairs: Ss

# Ss



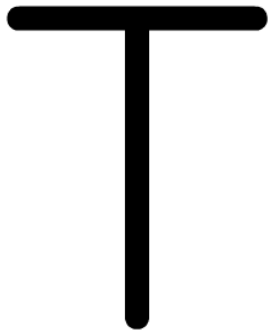
spoon



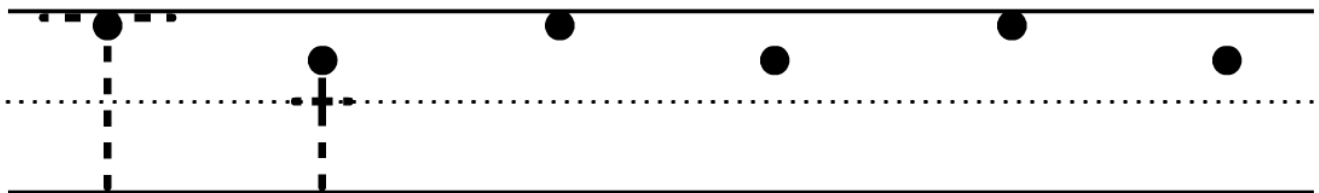
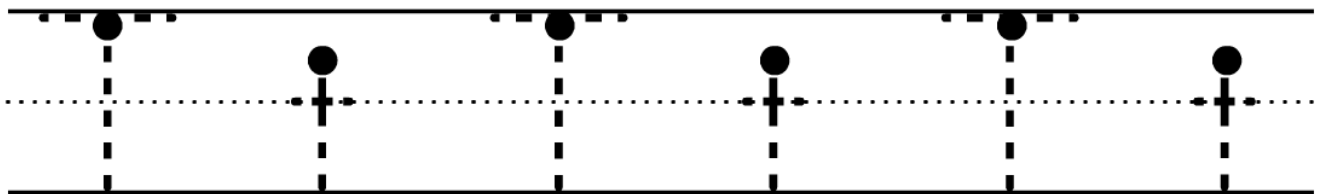
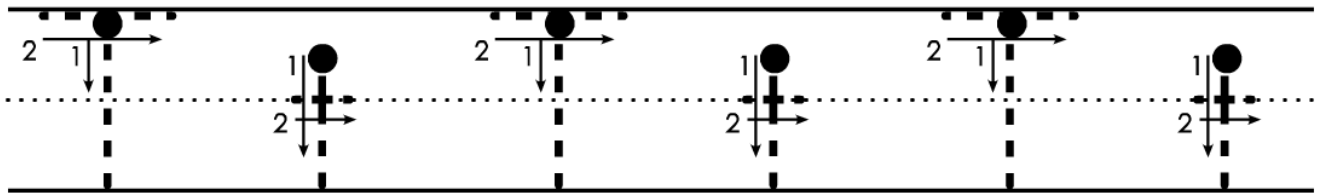
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Tt



tent

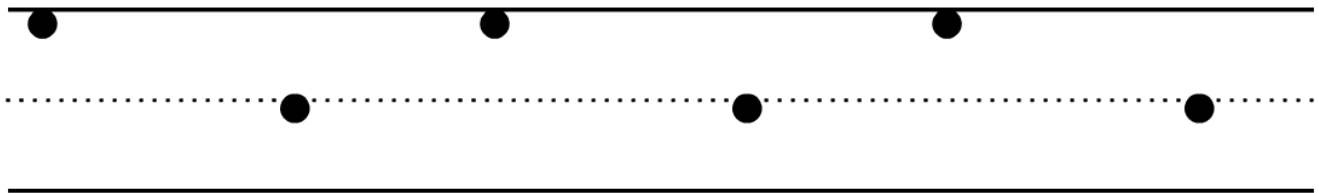
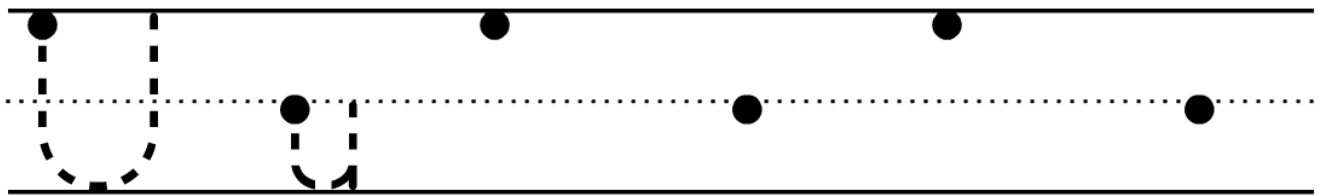
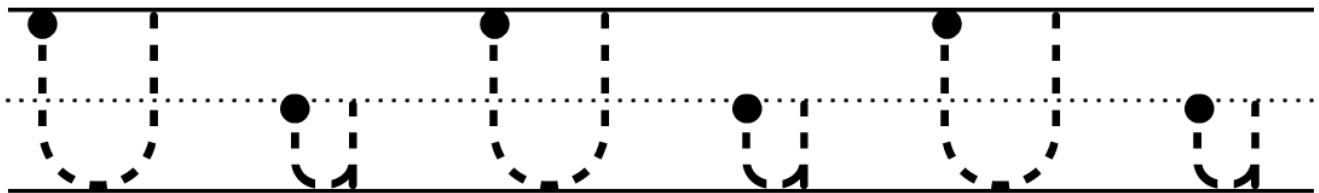
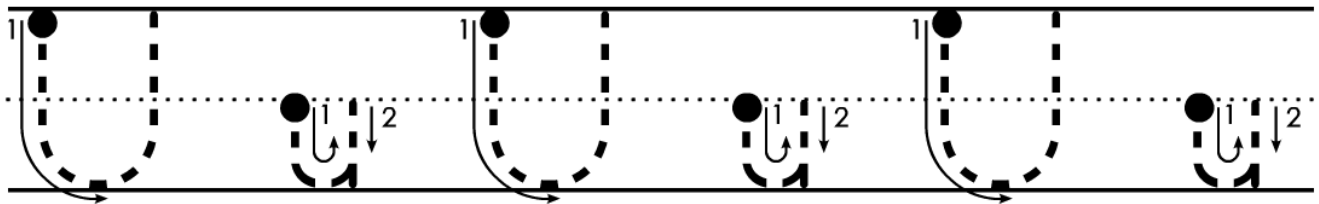
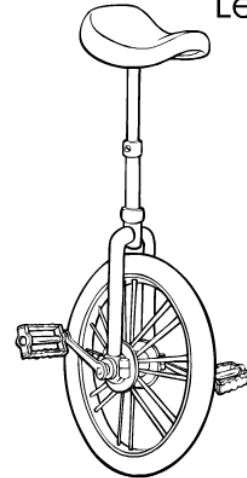


Name \_\_\_\_\_

**Alphabet Tracing**  
Letter Pairs: **Uu**

U u

unicycle



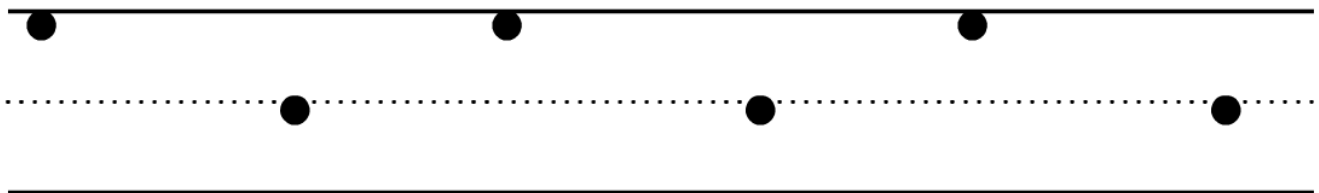
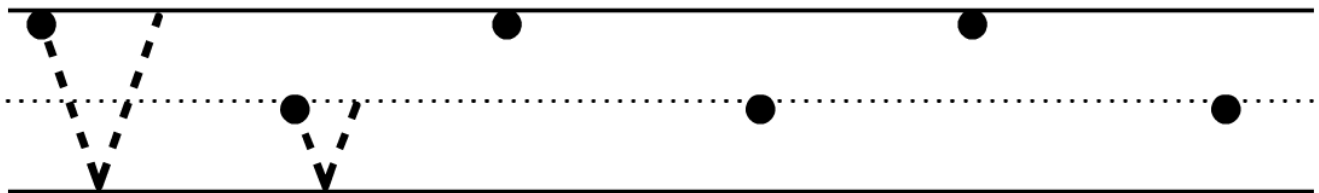
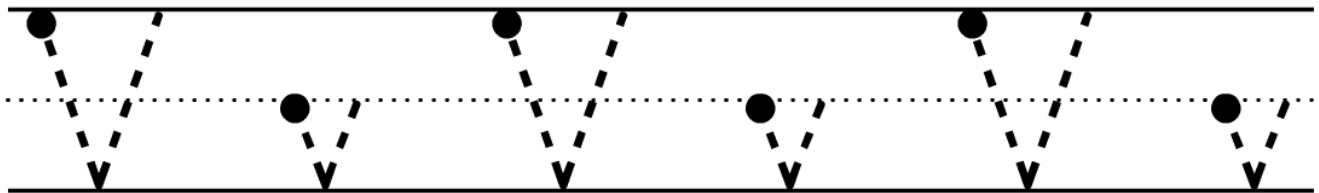
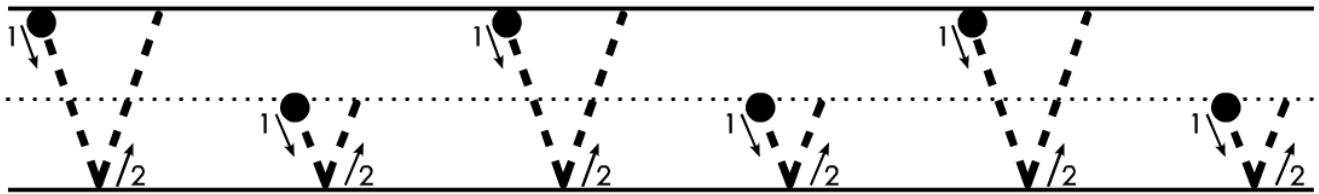
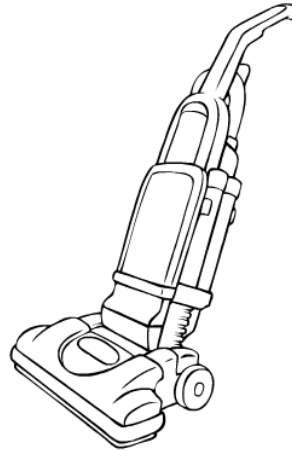
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Vv



vacuum



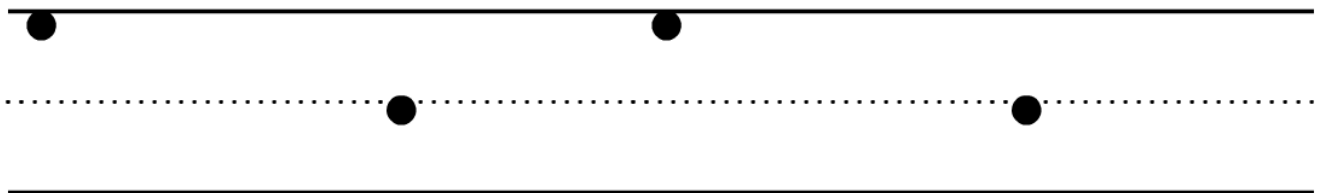
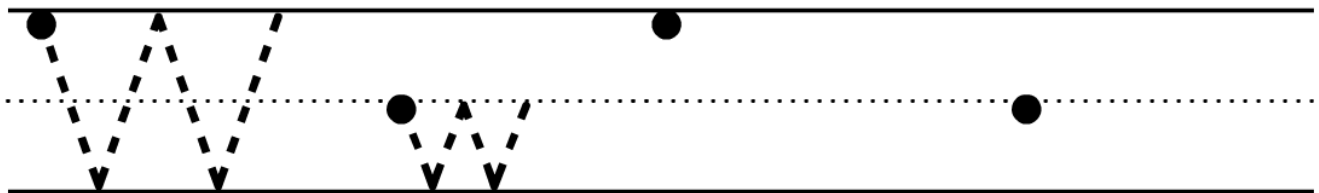
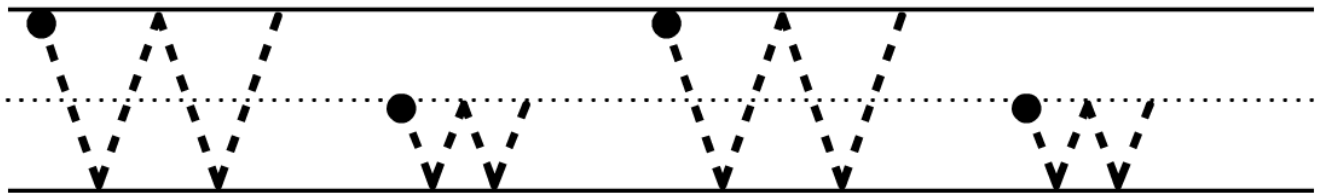
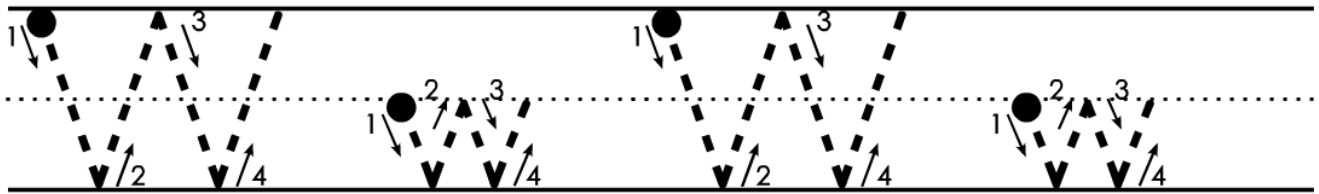
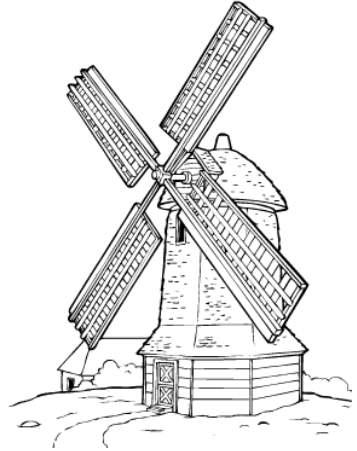
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Ww



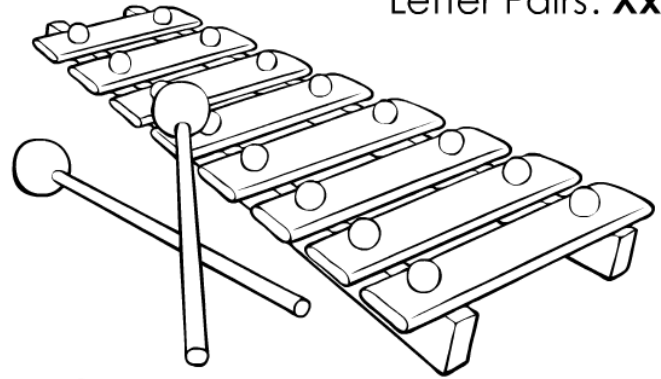
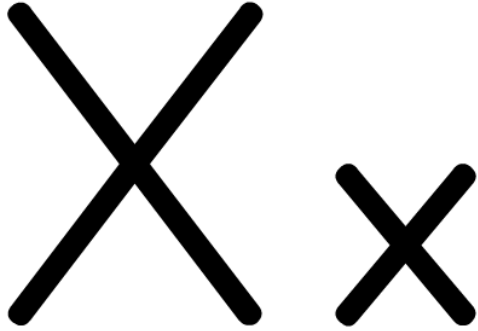
windmill



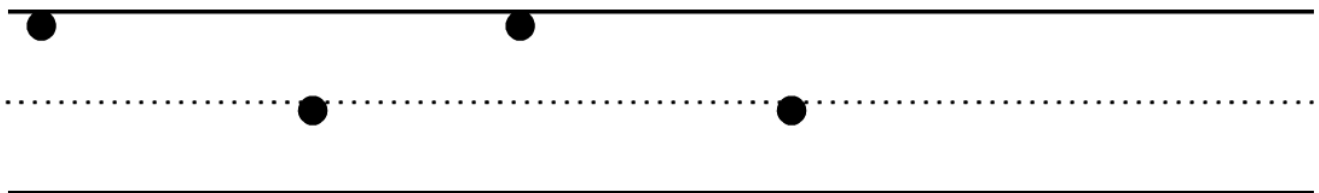
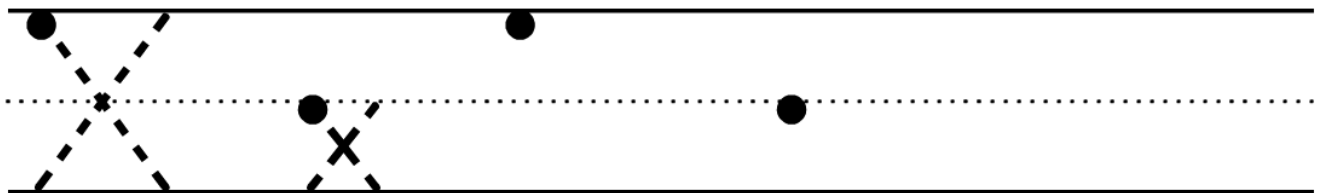
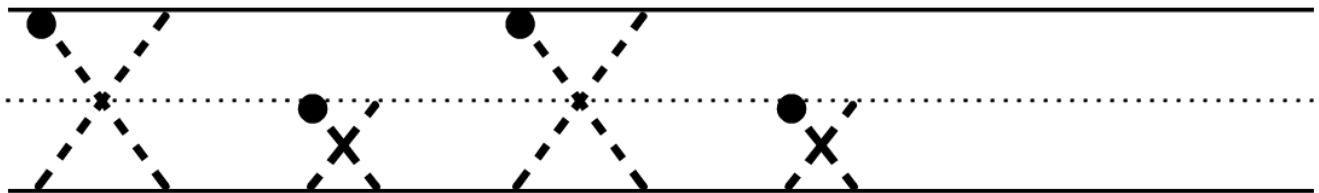
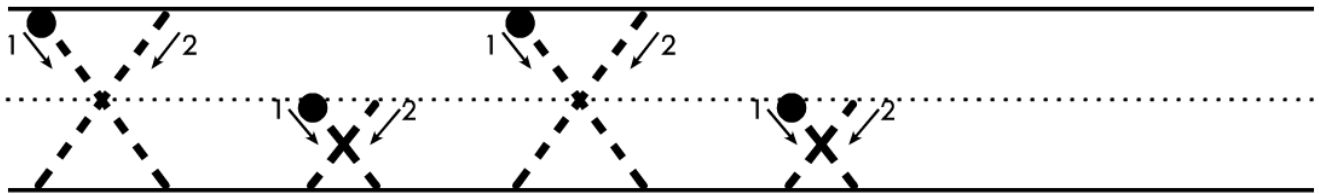
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Xx



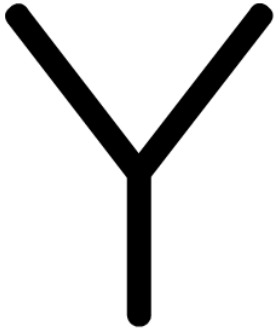
xylophone



Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Yy



yak



Tracing practice area with four rows of handwriting lines (top, middle-dotted, bottom). Each row contains five dashed letters for tracing. The first row includes numbered arrows (1, 2, 3) indicating stroke order for the uppercase 'Y' and lowercase 'y'. The second row contains dashed uppercase 'Y's and lowercase 'y's. The third row contains dashed uppercase 'Y's and lowercase 'y's. The fourth row contains only starting dots for uppercase 'Y' and lowercase 'y' on the lines.

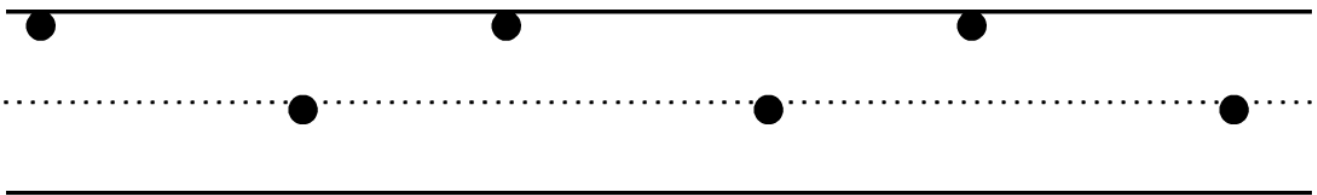
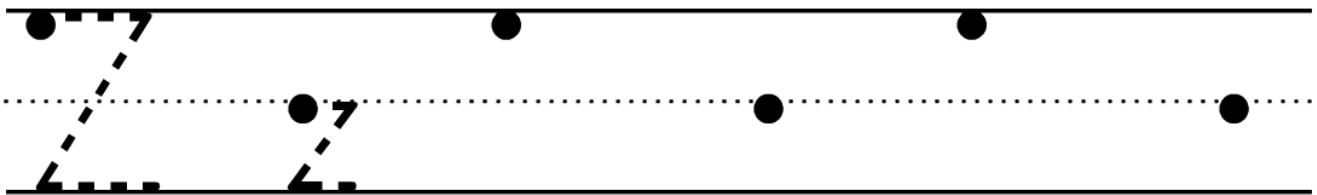
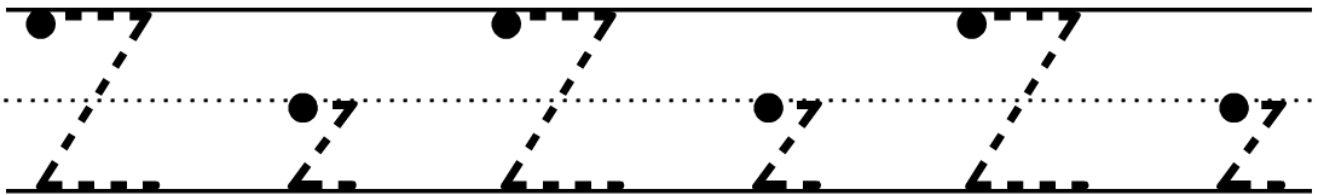
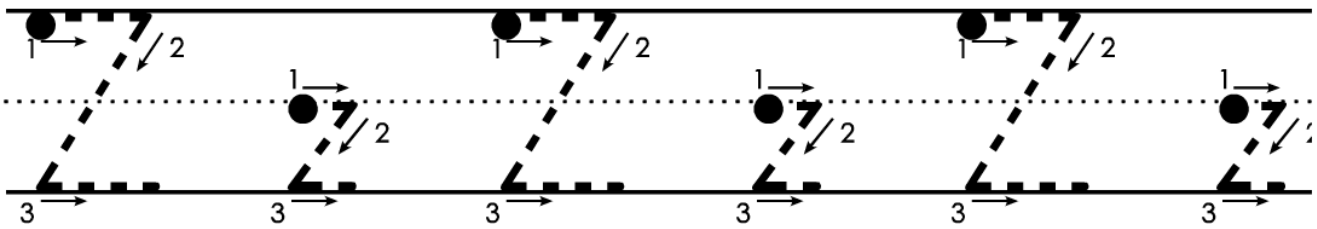
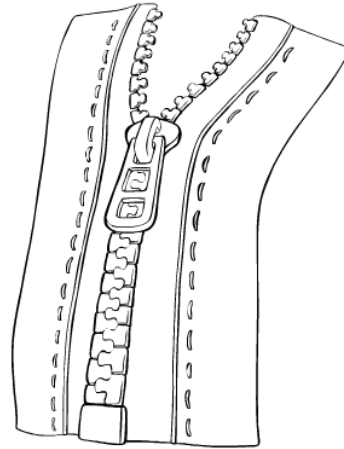
Name \_\_\_\_\_

# Alphabet Tracing

Letter Pairs: Zz

# Zz

zipper

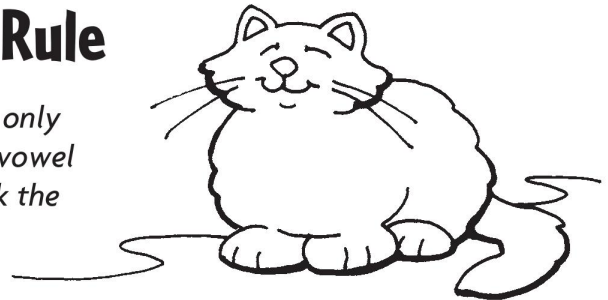




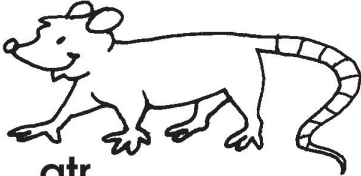
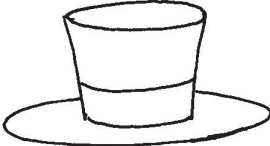

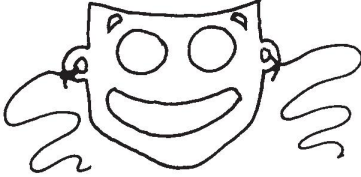
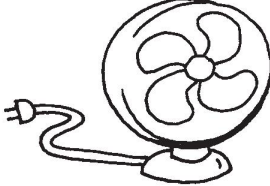
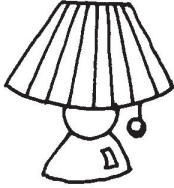
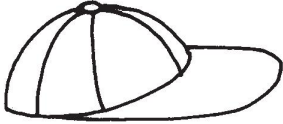

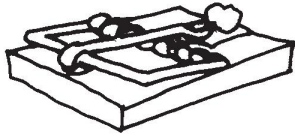
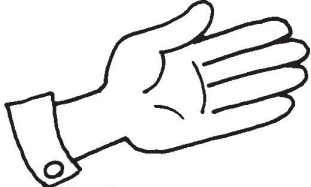
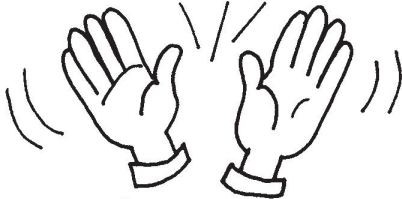

# Fat Cat's Rule



The consonant-vowel-consonant rule: When only one vowel comes between consonants, that vowel is usually short. To help you remember, mark the short-a sound like this: făt căt.



Unscramble the letters to spell each word. Mark the vowel short.

 <p>1. atr _____</p>	 <p>2. aht _____</p>	 <p>3. ktac _____</p>
 <p>4. mkas _____</p>	 <p>5. naf _____</p>	 <p>6. plam _____</p>
 <p>7. pca _____</p>	 <p>8. dDa _____</p>	 <p>9. tarp _____</p>
 <p>10. dahn _____</p>	 <p>11. palc _____</p>	 <p>12. cklab _____</p>



This is yucky and smelly! It may be your job to take it out. You put it in a big can or dumpster. Unscramble these letters to find out what it is.

tashr \_\_\_\_\_ Mark the vowel short.

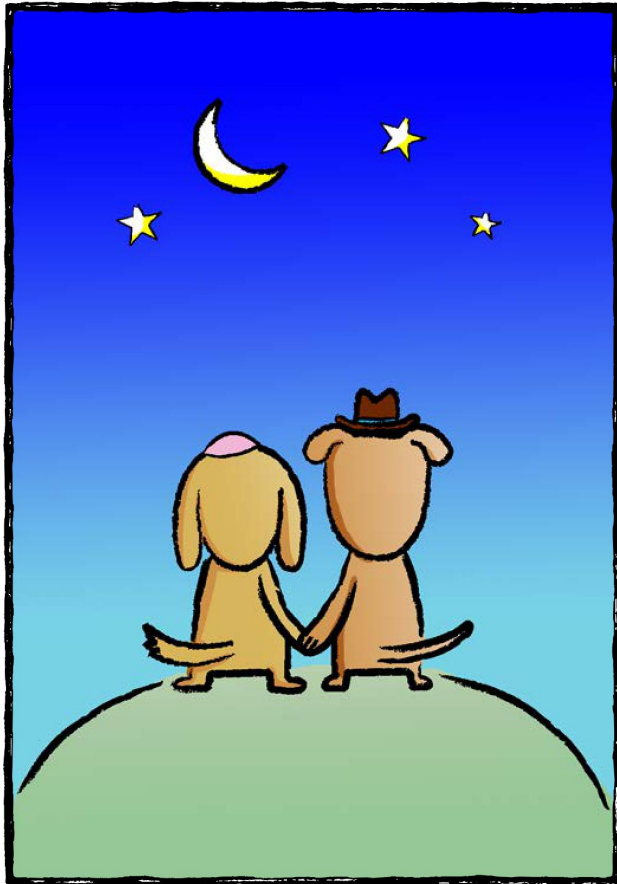


**Page 1**

1. rat; 2. hat; 3. tack;
  4. mask; 5. fan; 6. lamp;
  7. cap; 8. Dad; 9. trap;
  10. hand; 11. clap;
  12. black;
- trash

# Nan and Pap

A Reading A-Z Decodable Book  
Word Count: 22



  
**Reading A-Z**

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DECODABLE • 3

# Nan and Pap



Written by Veronica Angel  
Illustrated by Fred Volke

[www.readinga-z.com](http://www.readinga-z.com)

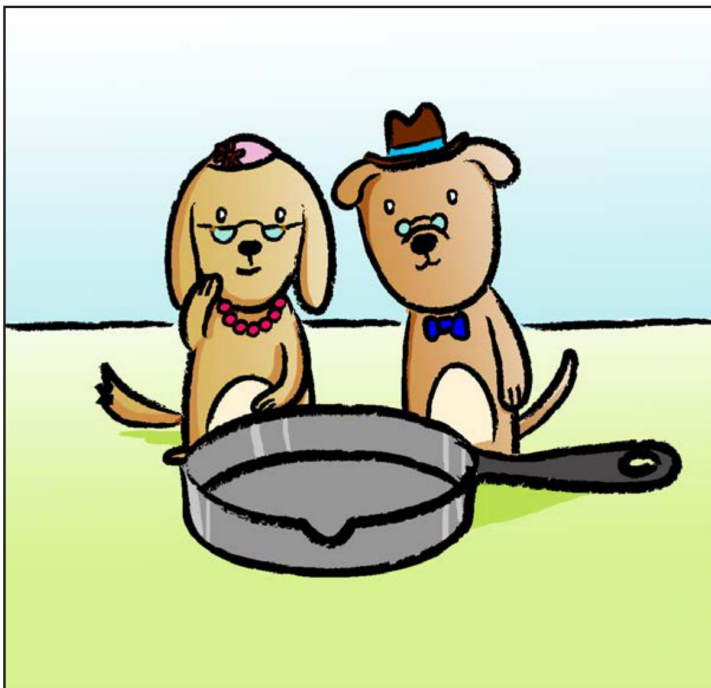
# Nan and Pap

## ELEMENTS USED IN THIS BOOK

**New phonic elements** *n, p, short vowel /a/*

**Words with new phonic element** *Nan, nap, pan, Pap*

**New high-frequency words** *a, and, can*



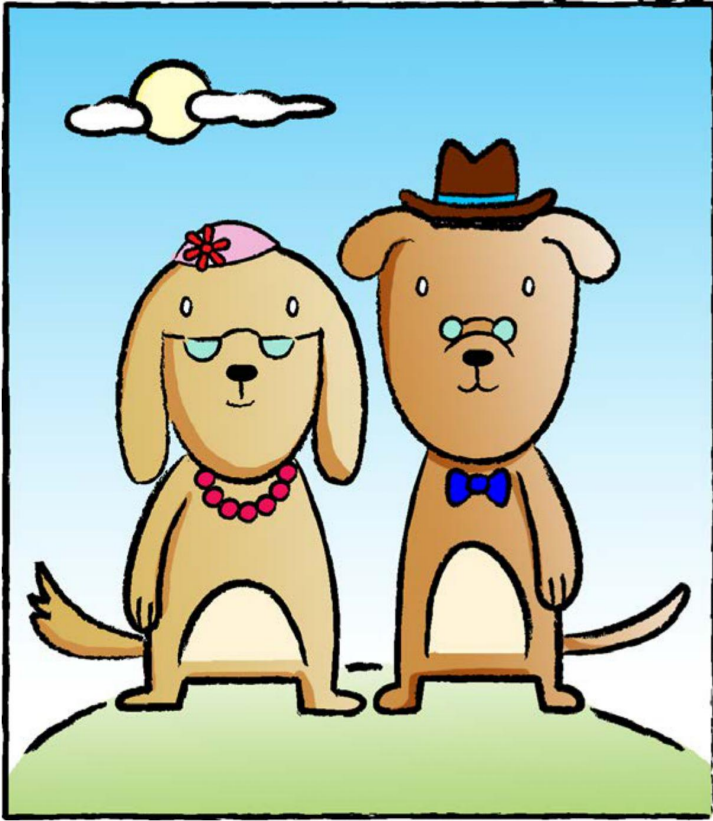
Written by Veronica Angel  
Illustrated by Fred Volke

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Nan and Pap  
Decodable Book 3  
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Illustrated by Fred Volke

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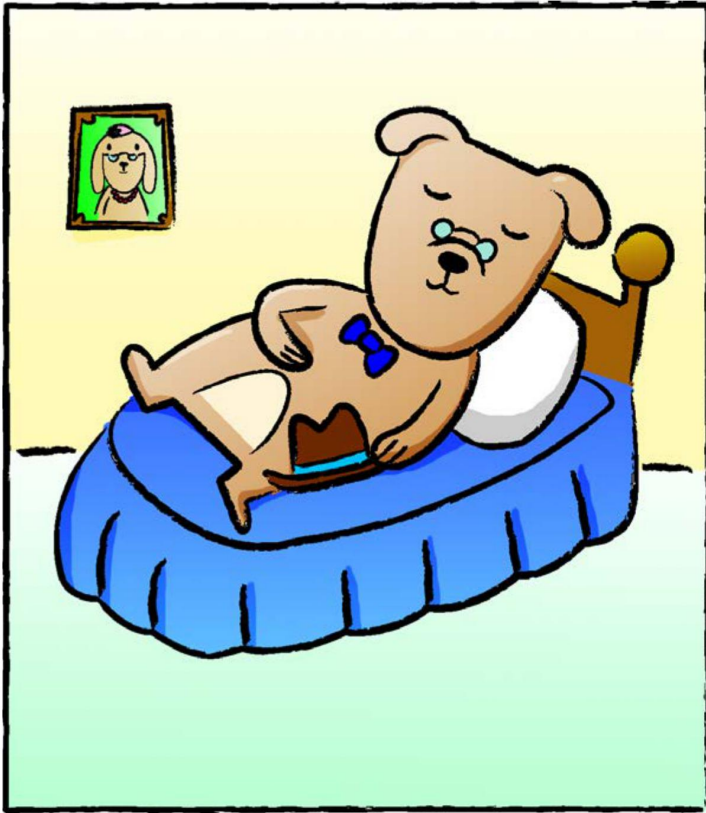
[www.readinga-z.com](http://www.readinga-z.com)



Nan and Pap.



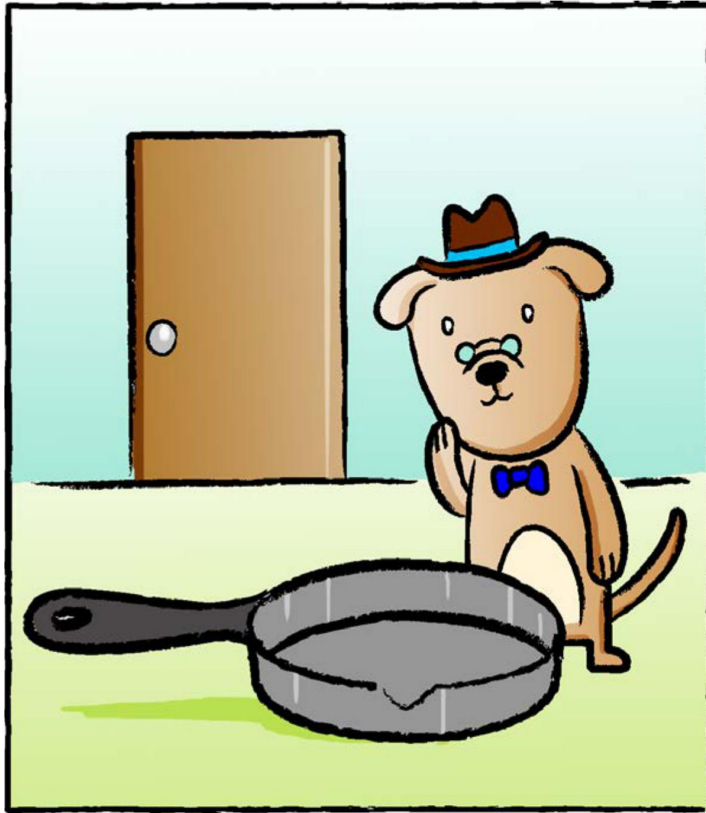
Nan can nap.



Pap can nap.



Nan and a pan.



Pap and a pan.



Nan and Pap  
can nap.



# Word Search



'-ad' words

Name: \_\_\_\_\_

p r a n r a m  
a s t a d a e  
d a h m a t s  
e p a d e m a  
d a d b a d d  
e e g l a d l  
l a d e a e a

Words to find:

bad dad had lad pad  
sad tad glad

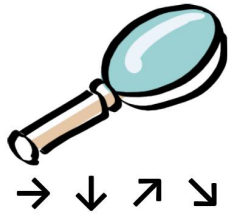


Can you find any other words with a 'short a' sound? Circle them!

Psst!  
There are 4  
to find!



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# Word Search



'-an' words

Name: \_\_\_\_\_

e	n	c	t	e	n	c	a
c	v	a	n	a	a	a	n
n	r	c	p	b	b	a	n
e	a	r	a	n	f	a	n
n	c	m	p	t	n	a	f
e	a	n	l	n	r	a	a
n	e	a	a	a	a	a	a
e	t	a	n	n	e	p	p

Words to find:

ban	can	fan	man	pan
ran	tan	van	plan	

★ Can you find any other words with a 'short a' sound? Circle them!

Psst!  
There are 4  
to find!



# Word Knowledge B

Your student is learning the fundamentals of reading. You will help them understand the individual sounds and letters in written language. The following activities are included in this section:

- **“One sound from two consonants”**
  - Practice Worksheet: Digraph *ch*
- **“Initial consonant blends”**
  - Practice Worksheet: S-blends
- **“Long vowel sounds (VCe)”**
  - Practice Worksheet: Long Vowel /a/
  - Mini Book Reading Option: Snake and Ape
- **“Final consonant blends”**
  - Practice Worksheets and Stories: Final n-blends

## ★ Recommendations for a Reading Entry Routine

- **How to choose a starting reading:**
  - Select three reading options from different parts of the literacy materials: one with visual support, one with simple, familiar patterns, and one that is slightly challenging.
  - Invite your student to: read aloud, read quietly, and listen while you read.
  - Observe: Word recognition, understanding of meaning, and willingness to keep reading.
  - Choose the option that your student feels most confident and engaged with.

## ★ Recommendations for Reading Comprehension Questions

- **These questions can be used with any reading, mini book, or passage:**
  - **Before reading**, look at the book cover and ask: *What do you think this book might be about? What do you already know about this topic?*
  - **During reading**: *What is happening right now? What words or pictures help you understand what is going on?*
  - **After reading**: *What was this book mostly about? Would you want to read something like this again?*
  - Students can also draw their favorite part of the book, retell the reading in their own words, act out a story scene, or match words or pictures from the story.

# ch

Name \_\_\_\_\_

chain check cheese chest chick chip

Trace each word.



check

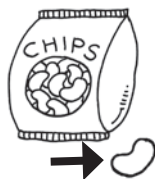


chest

Write each word. Use words from the box above.



\_\_\_\_\_



\_\_\_\_\_



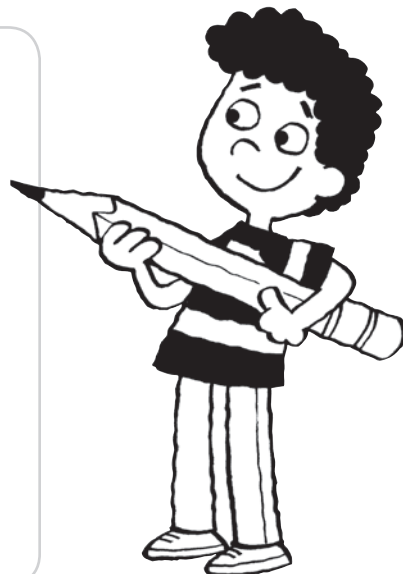
\_\_\_\_\_



\_\_\_\_\_

Circle each **ch** word. (Hint: There are 6.)

c	n	r	o	d	c	h	e	s	t
h	v	j	c	h	e	e	s	e	c
a	m	g	p	u	c	z	a	l	h
i	r	x	o	n	h	m	f	v	e
n	l	f	w	y	i	d	t	g	c
c	h	i	c	k	p	q	u	b	k



# How to Use this Activity Page

Completing this Write-N-Seek activity page is as easy as 1, 2, 3! Print and distribute copies of the page. Point out the target skill at the top of the page. Then have children:

- 1 Trace each word.
- 2 Write each word. (Use words from the box.)
- 3 Find and circle each word in the word-search puzzle. (Each word appears once.)

**Tip:** All the target words in the puzzle go from left to right (→) or top to bottom (↓).

**i** Name Kelly

bib fish lid pig ring six

1 Trace each word.

fish ring

Write each word. Use words from the box above.

bib pig

2 lid six

3 Circle each i word. (Hint: There are 6.)

k	r	a	f	e	h	q	s	i	x
s	i	v	b	c	t	o	l	m	n
o	n	w	i	j	a	p	i	g	r
t	g	x	b	u	l	y	b	c	d
y	m	r	e	q	i	w	t	p	k
j	f	i	s	h	d	z	v	u	o

## Teaching Tips

Use these tips to help children get the most from this activity page.

- **Provide a model:** Demonstrate, step by step, how to complete the activity page.
- **Focus on the target words:** Have children read aloud each of the target words and finger-write them in the air.
- **Promote visual skills:** Have children look carefully for each target word in the word-search puzzle. As they complete the activity, encourage them to note how each word is spelled as they find it in the puzzle.

## Connections to the Standards

### Print Concepts

Demonstrate understanding of the organization and basic features of print.

### Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds.

### Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

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## LEARNING CENTERS

Make this activity page self-checking when using it in a learning center. To create an answer key, simply complete the page, drawing a bold circle around each target word in the word-search puzzle. Then tape the completed page to the back of a file folder and place copies of the activity page inside the folder. Have children complete the page and then use the answer key to check their work.

## Answers

ch

c	n	r	o	d	c	h	e	s	t
h	v	j	c	h	e	e	s	e	c
a	m	g	p	u	c	z	a	l	h
i	r	x	o	n	h	m	f	v	e
n	l	f	w	y	i	d	t	g	c
c	h	i	c	k	p	q	u	b	k

# ★ Phonics · Lesson 17

## Blends With S

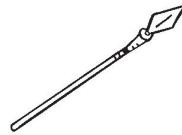
In a consonant blend, you hear the sound of each consonant. Consonant blends with the letter *s* include *sc*, *sk*, *sm*, *sn*, *sp*, *st*, and *sw*.



smile



sneeze



spear



stove

### A Read each pair of words. Write the word that begins with a consonant blend.

- |                     |                     |
|---------------------|---------------------|
| 1. scale sale _____ | 5. sort sport _____ |
| 2. seep sweep _____ | 6. smear sear _____ |
| 3. stir sir _____   | 7. snap sap _____   |
| 4. sore score _____ | 8. sob snob _____   |

### B Change the blend in each word below to make a new word.

1. Change *sn* to *st*

- snake → \_\_\_\_\_  
 snoop → \_\_\_\_\_  
 snout → \_\_\_\_\_  
 snore → \_\_\_\_\_  
 snow → \_\_\_\_\_

2. Change *sc* to *sp*

- scan → \_\_\_\_\_  
 score → \_\_\_\_\_  
 scout → \_\_\_\_\_  
 scare → \_\_\_\_\_  
 scar → \_\_\_\_\_

### C Write the correct word for each picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ★ Phonics · Lesson 17



**D** Write each group of words below in alphabetical order.

- 1. space \_\_\_\_\_
- smart \_\_\_\_\_
- stone \_\_\_\_\_
- scab \_\_\_\_\_
- sneak \_\_\_\_\_
- sky \_\_\_\_\_

- 2. storm \_\_\_\_\_
- step \_\_\_\_\_
- stalk \_\_\_\_\_
- stain \_\_\_\_\_
- stub \_\_\_\_\_
- steam \_\_\_\_\_

**E** Write the present tense of each word below.

- 1. spoke \_\_\_\_\_
- 2. sped \_\_\_\_\_
- 3. swam \_\_\_\_\_
- 4. spun \_\_\_\_\_

**F** Write a tongue twister using at least three words with each of these blends.

- 1. sn \_\_\_\_\_
- 2. st \_\_\_\_\_
- 3. sp \_\_\_\_\_



# ★ Phonics · Lesson 17



**G** Circle the correct blend to complete the word in each sentence. Then write the blend in the word.

1. Steve got a scoop of \_\_\_eet ice cream.      sn              sw              sc
2. Stella will sweep the \_\_\_ore.                  sk              sp              st
3. Will Stan star in the \_\_\_it?                  sc              sn              sk
4. The high speed made the car skid and \_\_\_in.      sp              sw              sm
5. Stu spoke to the scout with a \_\_\_ile.              st              sn              sm
6. Did Skip drop his \_\_\_arf on the stoop?          sc              sm              st

**H** Write an answer to each riddle. Use the words from the box.

sky	spoon	stage	snake	smoke	skirt
swan	star	skate	snow	skin	scale

1. I weigh things. What am I? \_\_\_\_\_
2. I am a shoe with wheels. What am I? \_\_\_\_\_
3. I am used for eating. What am I? \_\_\_\_\_
4. I am a bird that likes water. What am I? \_\_\_\_\_
5. I am come from fire. What am I? \_\_\_\_\_
6. I am a reptile. What am I? \_\_\_\_\_
7. I cover your body. What am I? \_\_\_\_\_
8. I am something girls wear. What am I? \_\_\_\_\_
9. I am soft and white. What am I? \_\_\_\_\_
10. I am where a play takes place. What am I? \_\_\_\_\_

---



## Answers

### LESSON 17

**Page 54: A.** 1. scale 2. sweep 3. stir 4. score 5. sport

6. smear 7. snap 8. snob **B.** 1. stake, stoop, stout, store, stow 2. span, spore, spout, spare, spar

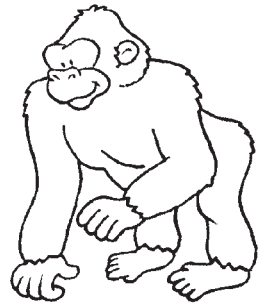
**C.** 1. snail 2. scarf 3. ski **Page 55: D.** 1. scab, sky, smart, sneak, space, stone 2. stain, stalk, steam, step, storm, stub **E.** 1. speak 2. speed, 3. swim 4. spin

**F.** Sentences will vary but should have at least three blends. **Page 56: G.** 1. sw 2. st 3. sk 4. sp 5. sm 6. sc

**H.** 1. scale 2. skate 3. spoon 4. swan 6. smoke 6. snake 7. skin 8. skirt 9. snow 10. stage



# A Crazy Ape



The long-a sound is sometimes spelled a\_e like in the word **ape**.

Read each list word. Circle the long a and silent e.



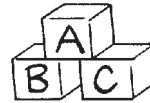
**Read.**

1. ate
2. make
3. came
4. name
5. gave
6. tape



**Copy.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Organize.**

list words that rhyme

\_\_\_\_\_

\_\_\_\_\_

list words that do not rhyme

\_\_\_\_\_

\_\_\_\_\_



**Challenge Words**

7. frame
8. snake

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



Circle each list word that is spelled correctly.

- |         |      |         |      |         |      |
|---------|------|---------|------|---------|------|
| 1. aet  | ate  | 2. tape | taep | 3. gave | gav  |
| 4. came | caym | 5. mak  | make | 6. naem | name |



She gave us her name when she came.



Use a list word to complete the story.

ate    make    came    name    gave    tape

### A Crazy Ape

We saw a new animal at the zoo. He is an ape. His \_\_\_\_\_ is Hairy. He \_\_\_\_\_ a banana. Next, he \_\_\_\_\_ over by me. He \_\_\_\_\_ me his banana peel! Then he ripped my zoo map.



Follow the clues to play tic-tac-toe. As you find each answer, mark an X or O. The first to get three in a row is the winner!

1. I look like *cake*, but I begin with *m*. Mark an X on me.
2. I rhyme with *late*. Mark an O on me.
3. I begin like the word *got*. Mark an X on me.
4. I look like *ape*, but I begin with *t*. Mark an O.
5. I begin like the word *cake*. Mark an X.
6. I rhyme with the word *came*. Mark an O.
7. I am a challenge word. Mark an X.



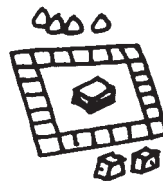
came	ate	tape
snake	make	at
gave	as	name



Write the challenge word that rhymes with each picture.



\_\_\_\_\_



\_\_\_\_\_



On another sheet of paper, scramble each of the list words and ask a friend to unscramble them.



**Page 17**

name, ate, came, gave

<del>came</del>	ate	tape
<del>snake</del>	<del>make</del>	at
<del>gave</del>	as	name

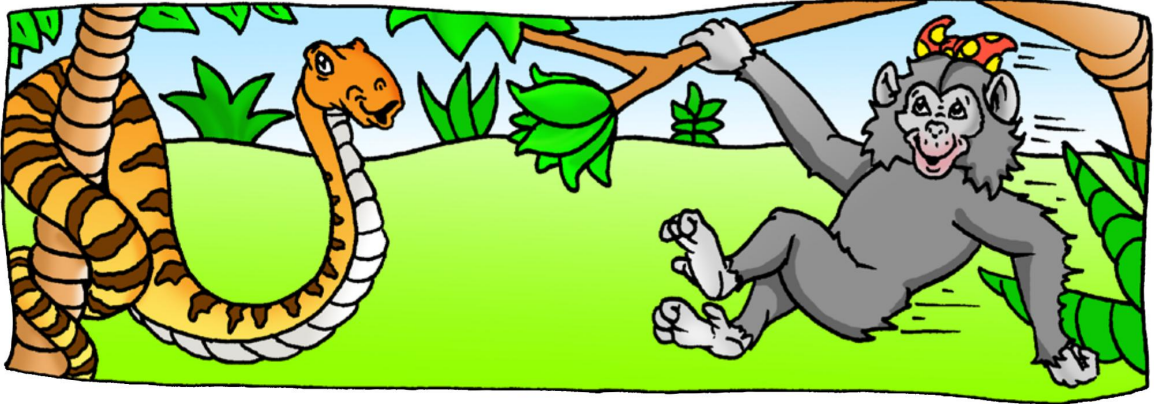
snake, frame

**Page 16**

rhyme: came, name;  
do not rhyme: ate, make,  
gave, tape; 1. ate; 2. tape;  
3. gave; 4. came; 5. make;  
6. name

DECODABLE • 42

# Snake and Ape



Written by Robert Charles • Illustrated by Joe Hammond

[www.readinga-z.com](http://www.readinga-z.com)

## Snake and Ape

*A Reading A-Z Decodable Book • Word Count: 272*



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## ELEMENTS USED IN THIS BOOK

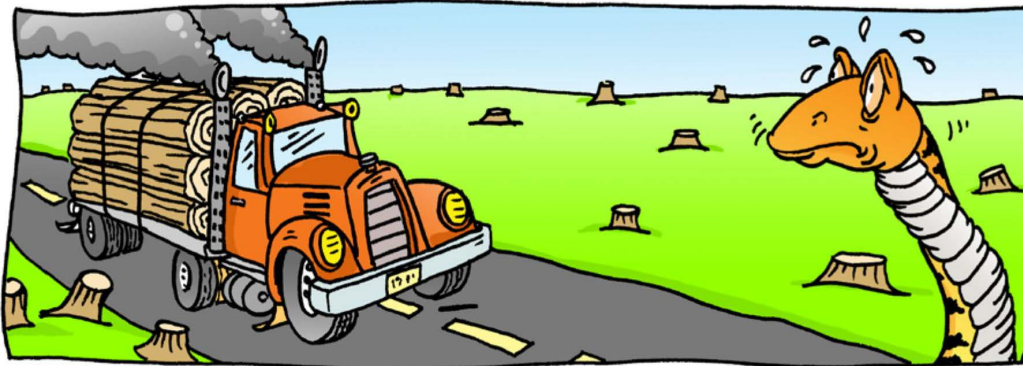
<b>New phonic element</b>	VCe long /ā/
<b>Words with new phonic element</b>	<i>ape, ate, brave, cave, Jake, Kate, lake, lane, late, make, name, pave, safe, snake</i>
<b>Reviewed phonic elements</b>	initial and final blends; short vowels; consonants
<b>Story words</b>	<i>face, jungle, king, logger, place, slept, truck</i>
<b>Reviewed story word</b>	<i>tree</i>
<b>New high-frequency word</b>	<i>every</i>
<b>Special considerations</b>	inflectional endings -ed, -er, -ing; double consonants; plural ending -s; possessive apostrophe 's

Snake and Ape  
Decodable Book 42  
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Illustrated by Joe Hammond

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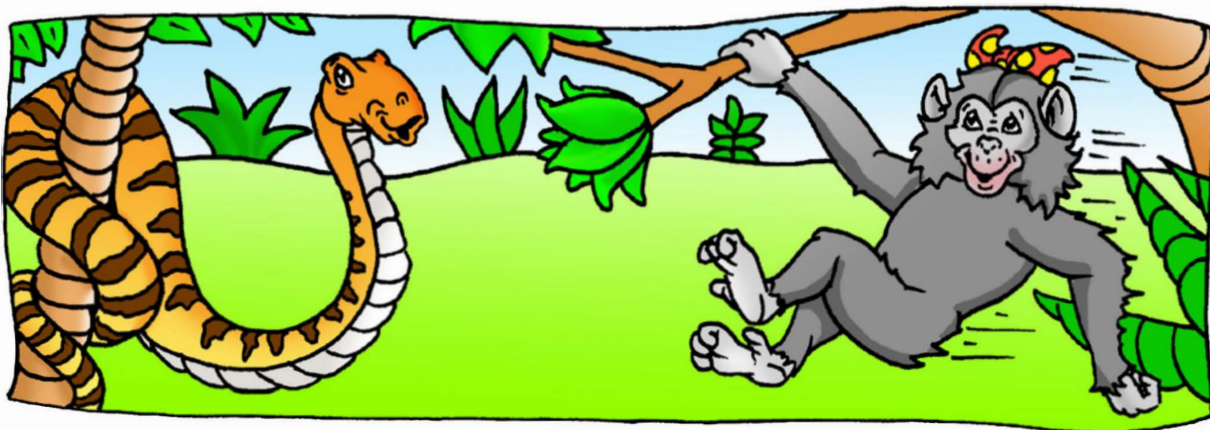
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# Snake and Ape



Written by Robert Charles  
Illustrated by Joe Hammond

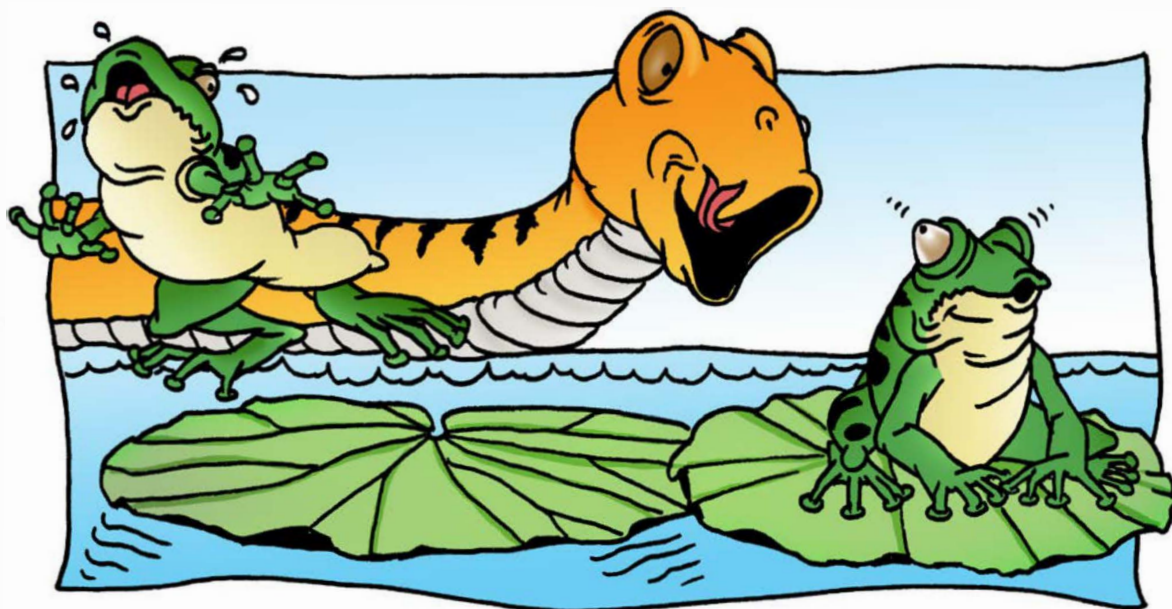
[www.readinga-z.com](http://www.readinga-z.com)



In the jungle there lived  
a snake and an ape.  
The snake's name was Jake.  
The ape's name was Kate.

Snake and Ape • VCe Long /a/

3



Jake slept in a cave.  
He ate lots of frogs from the lake.

4



Kate liked to play in a big fig tree.  
Kate ate lots and lots of figs from the tree.  
Kate and Jake liked the jungle.

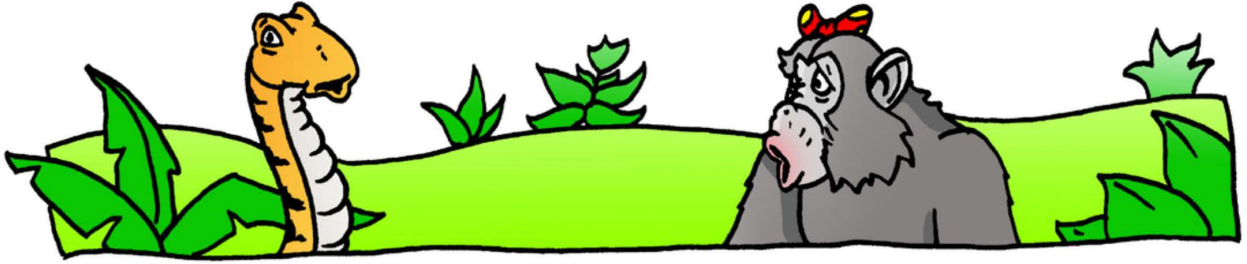
Snake and Ape • VCe Long /a/

5



But they saw bad stuff in the jungle.  
Loggers were cutting down the trees.

6



Jake came out of his cave.  
Kate came down from a tree.  
They came face to face.

Jake said, "The place is not safe.  
We must take brave steps to save the jungle."

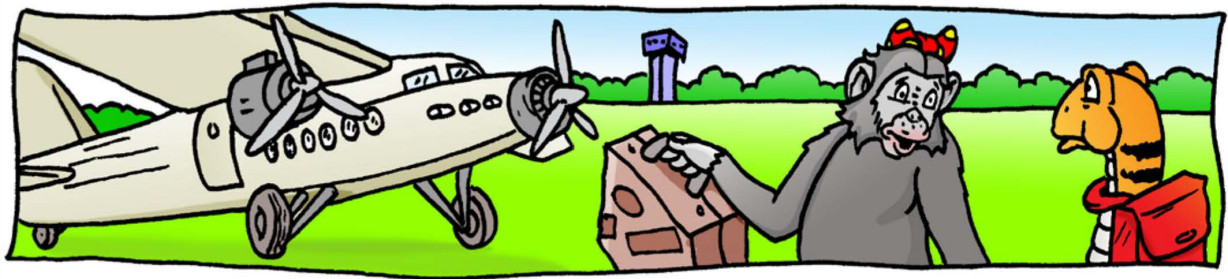
Snake and Ape • VCe Long /a/

7



"I do not like that they cut  
down the trees," said Jake.  
"And I do not like that they pave  
the lanes for their big trucks."  
"We must be brave.  
We must make them stop  
or it will be too late," said Jake.

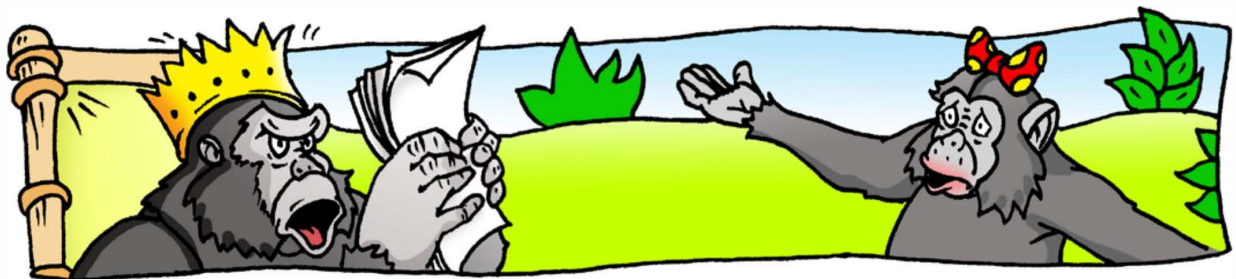
8



“I will take a plane  
to see the king of apes.  
For the sake of the trees,  
he will make them stop,” said Kate.  
“We apes need a place to live.”

Snake and Ape • VCe Long /a/

9



Kate went to the gate  
of the king of apes.  
She told the king that trees were  
being cut at a fast pace.

10

“If it does not stop, apes will not have a safe place to live,” Kate said. The fate of the jungle is in your hands. You must stop them or it will be too late.”

The king of apes saved the jungle. He made the loggers stop cutting down the trees.



From then on, Jake and Kate were good mates. They liked to sit by the lake in the sun.

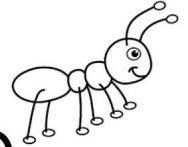
Name \_\_\_\_\_

nt

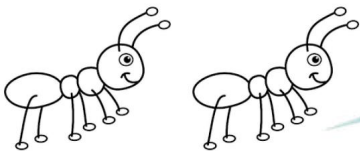
## Kent and the ants

www.englishsafari.in

Read the passage and highlight the -nt words.



Kent went to live in a tent on rent. The tent has no vent. Kent sees ants in the tent. Kent sees ants on his pants. Kent sees ants on the mint. Kent runs out of the tent. Kent grunts and pants.

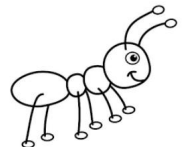


Kent lives in a \_\_\_\_\_.



Kent sees \_\_\_\_\_ in the tent.

The tent has no \_\_\_\_\_.



Kent grunts and \_\_\_\_\_.



www.englishsafari.in

Name \_\_\_\_\_

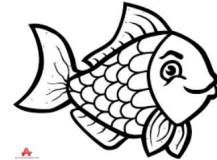
nd

## The pond

www.englishsafari.in

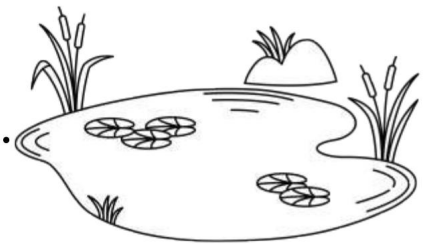
Read the passage and highlight the -nd words.

A fish and a frog swim in the pond. They swim till the end of the pond. Bond sits on the sand. The frog hops and sits on Bond's hand. The fish cannot come on land. Bond stands and sends the frog back in the pond.



The fish and frog swim in the \_\_\_\_\_.

Bond sits on the \_\_\_\_\_.



The frog sits on \_\_\_\_\_.

The fish cannot come on \_\_\_\_\_.

www.englishsafari.in

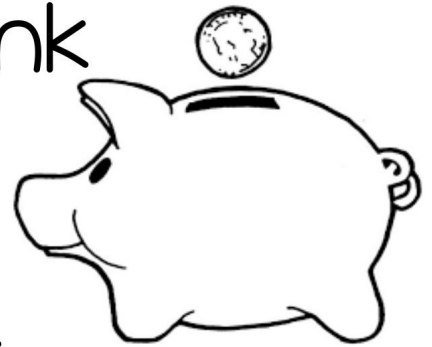
Name \_\_\_\_\_

nk

# My pink piggy bank [www.englishsafari.in](http://www.englishsafari.in)

Read the passage and highlight the -nk words.

Mom has a trunk. In the trunk is a piggy bank. Mom gifts the bank to Mink. The bank is pink. Mink loves it. Mink thanks mom. Mink keeps the bank next to his tank. Mom and Mink drink lemonade.



In the trunk is a \_\_\_\_\_.

Mom gives the tank to \_\_\_\_\_.

Mink \_\_\_\_\_ mom.



Mink keeps the tank next to his \_\_\_\_\_.

[www.englishsafari.in](http://www.englishsafari.in)

# Word Knowledge C

Your student is learning the foundations of how to read. You will help them understand the combinations of sounds and letters in written language. The following activities are included in this section:

- **“Suffixes”**
  - Practice Worksheet: Plural endings -s, -es
- **“Predictable Vowel Teams”**
  - Practice Worksheet: au/aw vowel teams
- **“Unpredictable Vowel Teams”**
  - Practice Worksheet: ea/ee vowel teams
  - Mini Book Reading Option: The Bee and the Flea
- **“R-controlled Vowels”**
  - Practice Worksheet: R-controlled /a/ spelled “ar”

## ★ Recommendations for a Reading Entry Routine

- **How to choose a starting reading:**
  - Select three reading options from different parts of the literacy materials: one with visual support, one with simple, familiar patterns, and one that is slightly challenging.
  - Invite your student to: read aloud, read quietly, and listen while you read.
  - Observe: Word recognition, understanding of meaning, and willingness to keep reading.
  - Choose the option that your student feels most confident and engaged with.

## ★ Recommendations for Reading Comprehension Questions

- **These questions can be used with any reading, mini book, or passage:**
  - **Before reading**, look at the book cover and ask: *What do you think this book might be about? What do you already know about this topic?*
  - **During reading**: *What is happening right now? What words or pictures help you understand what is going on?*
  - **After reading**: *What was this book mostly about? Would you want to read something like this again?*
  - Students can also draw their favorite part of the book, retell the reading in their own words, act out a story scene, or match words or pictures from the story.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Nouns With Endings

Complete the menu for the class party. Write the correct plural for each word in parentheses.

A plural noun names more than one person, place, thing, or animal. To form the plural, add *-s* to the end of most nouns. If a noun ends in *sh*, *ch*, *x*, *s*, or *ss*, add *-es*. In nouns that end in a consonant and *y*, change the *y* to *i*, then add *-es*.

Four kinds of (sandwich) \_\_\_\_\_

Salad with (cucumber) \_\_\_\_\_  
and (radish) \_\_\_\_\_

Three kinds of (cheese) \_\_\_\_\_

(Bunch) \_\_\_\_\_ of grapes

Nut (mix) \_\_\_\_\_

Three hot (dish) \_\_\_\_\_

Fruit salad with (peach) \_\_\_\_\_,  
(berry) \_\_\_\_\_, and (apple) \_\_\_\_\_

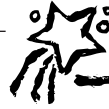
Assorted (cookie) \_\_\_\_\_ and  
(candy) \_\_\_\_\_

Two (punch) \_\_\_\_\_

➤ Write a review of the menu. Use plural nouns.

## Answers

sandwiches, cucumbers, radishes,  
cheeses, Bunches, mixes, dishes, peaches,  
berries, apples, cookies, candies, punches



# The Hawk's Prey



The /ô/ sound as in paw can be spelled au, aw, or augh.

Read and write each word. Then organize the list words by their ô sound spelling.



## List Words

- |             |       |       |       |
|-------------|-------|-------|-------|
| 1. hawk     | _____ | au    | aw    |
| 2. daughter | _____ | _____ | _____ |
| 3. awful    | _____ | _____ | _____ |
| 4. because  | _____ | _____ | _____ |
| 5. naughty  | _____ | _____ | _____ |
| 6. pause    | _____ |       |       |
| 7. caught   | _____ | augh  |       |
| 8. dawn     | _____ | _____ |       |
| 9. sauce    | _____ | _____ |       |
| 10. author  | _____ | _____ |       |
| 11. crawl   | _____ | _____ |       |
| 12. taught  | _____ | _____ |       |



## Challenge Words

13. food chain \_\_\_\_\_
14. producer \_\_\_\_\_
15. consumer \_\_\_\_\_



Write four list words that will be tough to learn to spell.

\_\_\_\_\_



The hawk caught the hurt mouse at dawn because it could not crawl.



Use list words to complete the paragraph.

**The Hawk's Prey**

I read an article about red-tailed hawks today. The \_\_\_\_\_ was a scientist who had studied a hawk that he named Harry. Harry is a bird of prey. \_\_\_\_\_ he has sharp talons and incredible speed, he can easily catch other small animals. The article showed a picture of Harry as he \_\_\_\_\_ a mouse in the field at \_\_\_\_\_. Red-tailed hawks like Harry can fly for hundreds of miles without getting tired. They \_\_\_\_\_ from flapping their wings and glide in the wind. If you are interested in learning more about \_\_\_\_\_s, check out the book *Birds of Prey*. It \_\_\_\_\_ me a lot about hawks.



Use the code to spell a list word.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
a	c	d	e	f	g	h	i	n	r	s	t	u	w	y

- 1. \_\_\_\_\_  
2 - 1 - 13 - 6 - 7 - 12
- 2. \_\_\_\_\_  
2 - 10 - 1 - 14 - 8
- 3. \_\_\_\_\_  
9 - 1 - 13 - 6 - 7 - 12 - 15
- 4. \_\_\_\_\_  
3 - 1 - 13 - 6 - 7 - 12 - 4 - 10
- 5. \_\_\_\_\_  
12 - 1 - 13 - 6 - 7 - 12
- 6. \_\_\_\_\_  
11 - 1 - 13 - 2 - 4
- 7. \_\_\_\_\_  
1 - 14 - 5 - 13 - 8



Use the letters in each challenge word to spell two smaller words. For example, the letters in *daughter* could be used to spell *the* and *hat*.

**food chain**

**producer**

**consumer**

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

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

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



On another sheet of paper, write a sentence using as many list words as you can.

**Page 16**

au: because, pause,  
sauce, author; aw: hawk,  
awful, dawn, crawl; augh:  
daughter, naughty, caught,  
taught

**Page 17**

author, Because, caught,  
dawn, pause, hawk,  
taught; 1. caught; 2. crawl;  
3. naughty; 4. daughter;  
5. taught; 6. sauce;  
7. awful; Answers will vary.

Name: \_\_\_\_\_

## Words with EE and EA

The long e sound (/ē/) can be spelled with the letters ea or ee.

Words with /ē/ spelled ee: see, bee, seed

Words with /ē/ spelled ea: each, heat, tea

**Write a long e word to complete each sentence below. There's a clue to help you after each sentence.**

1. May I have a cookie, \_\_\_\_\_ ? ( p l - - s e )
2. It's almost time to \_\_\_\_\_ lunch. ( - - t )
3. There are two cars parked in the \_\_\_\_\_ . ( s t r - - t )
4. It's so nice to \_\_\_\_\_ you. ( m - - t )
5. We like to keep our bedroom nice and \_\_\_\_\_ . ( n - - t )
6. There's a \_\_\_\_\_ growing in my flower garden. ( w - - d )
7. At the supermarket, I bought a nice, ripe \_\_\_\_\_ . ( p - - c h )
8. The captain will \_\_\_\_\_ the boat into the harbor. ( s t - - r )

## ANSWER KEY

### Words with EE and EA

The long e sound (/ē/) can be spelled with the letters ea or ee.

Words with /ē/ spelled ee: see, bee, seed

Words with /ē/ spelled ea: each, heat, tea

**Write a long e word to complete each sentence below. There's a clue to help you after each sentence.**

1. May I have a cookie, **please** ? ( p l - - s e )
2. It's almost time to **eat** lunch. ( - - t )
3. There are two cars parked in the **street**. ( str - - t )
4. It's so nice to **meet** you. ( m - - t )
5. We like to keep our bedroom nice and **neat**. ( n - - t )
6. There's a **weed** growing in my flower garden. ( w - - d )
7. At the supermarket, I bought a nice, ripe **peach**. ( p - - c h )
8. The captain will **steer** the boat into the harbor. ( s t - - r )

DECODABLE • 53

# The Bee and the Flea



Written by Cheryl Ryan • Illustrated by Catalina Rankin

[www.readinga-z.com](http://www.readinga-z.com)

## The Bee and the Flea

*A Reading A-Z Decodable Book • Word Count: 246*



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# The Bee and the Flea



Written by Cheryl Ryan  
 Illustrated by Catalina Rankin

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 Decodable Book 53  
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ELEMENTS USED IN THIS BOOK	
<b>New phonic element</b>	long /e/ digraph: ea, ee, ie
<b>Words with new phonic element</b>	Bea, beach, bee, breeze, clean, deal, each, east, eat, feast, field, flea, free, lean, leave, Lee, queen, sea, seat, sheep, sweet, three, tree, weed, week
<b>Reviewed phonic elements</b>	consonant digraphs: open vowels
<b>Story words</b>	dear, near, nectar, squeaky
<b>New high-frequency word</b>	work
<b>Special considerations</b>	inflectional endings -ed, -ing, -s; plural ending -s; possessive 's; two-syllable decodable words



In a field near the sea,  
there lived a wee bee.  
She lived near a wee lean flea.  
Bea the Bee lived in a hole in a tree  
near the beach where a breeze  
came from the east.

The Bee and the Flea • Long /e/ Digraph

3

ti

For three days a week, Lee the wee flea lived on a sheep.  
The sheep lived in the weeds.  
The sheep ate leaves from the weeds.





Lee was not like other fleas.  
He liked to eat sweet nectar from roses.



One day Bea saw Lee eating nectar.  
“What are you doing?” screamed Bea.  
“Fleas do not eat sweet nectar.”

“But I like eating sweet nectar,” said Lee.  
“I do not want to be a flea.  
I want to be a bee.”

“Come with me to my hive,  
“You can meet the queen bee.  
We can see if she will let you  
live in the hive.” said Bea.



They went to the hive to see the queen.

She was sitting in the big seat.

“I have come to speak to you,  
dear queen,” said Bea.

“Can Lee the Flea live in the hive?”

“It’s a deal,” said the queen.

“He can live in the hive for free  
if he keeps it clean.”

10

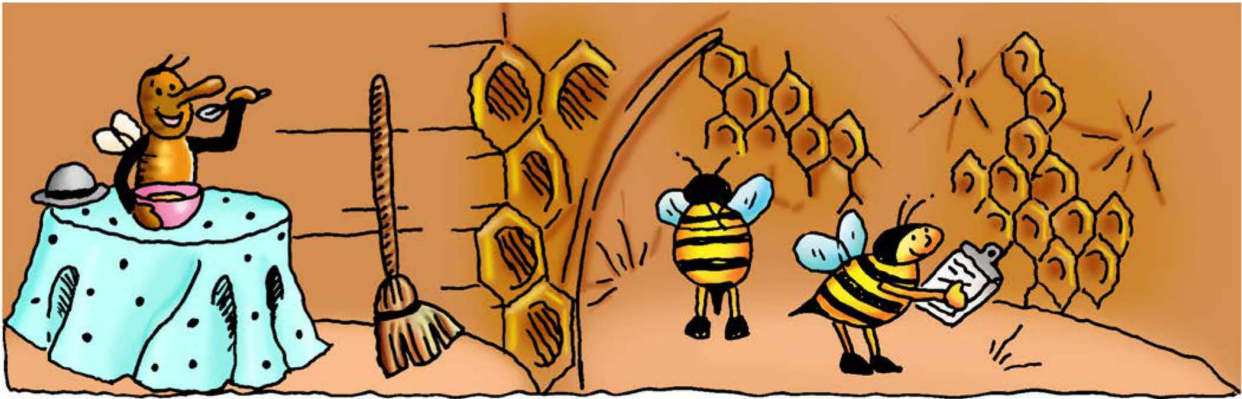
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The Bee and the Flea • Long /e/ Digraph

So Lee leaped on Bea’s back  
and off they went to the tree.

“I have always dreamed  
of being a bee,” said Lee.



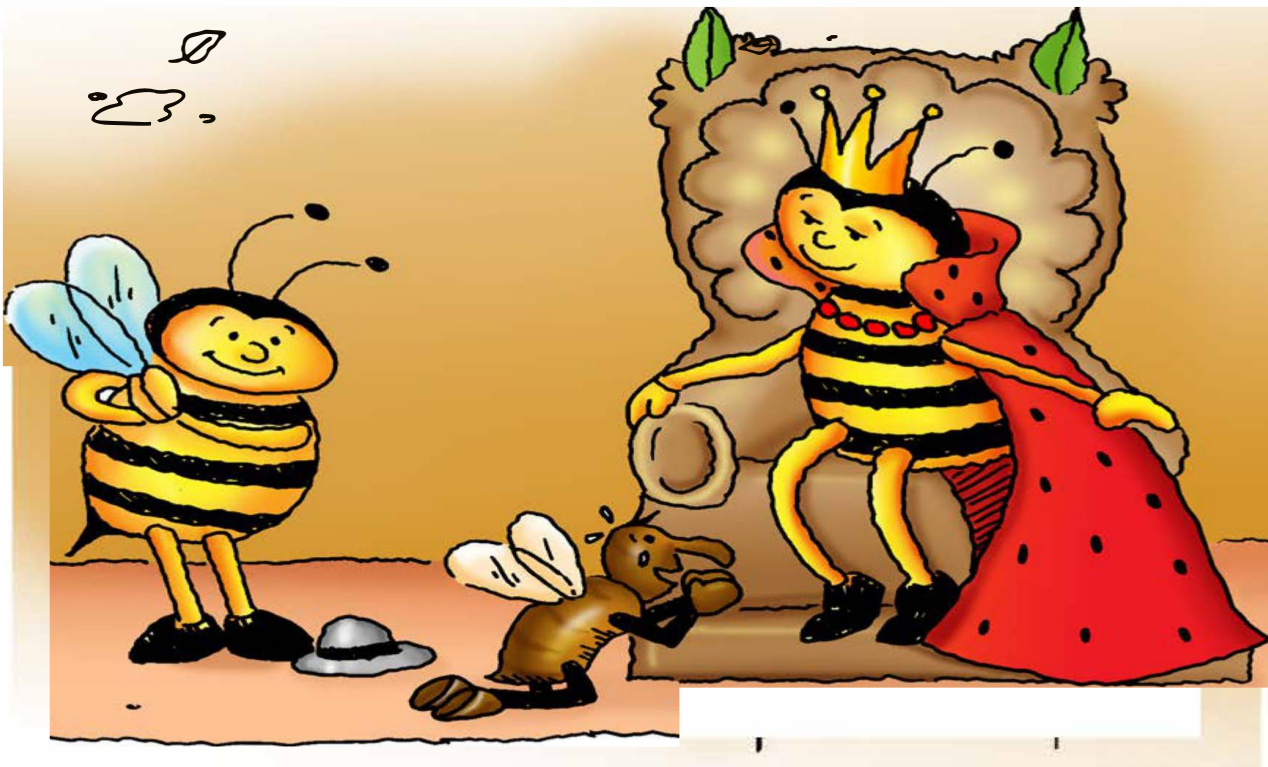


Each day, Lee would sweep the hive three times.  
He kept the hive squeaky clean.  
And the queen let Lee feast on sweet nectar.

12

11

The Bee and the Flea • Long /e/ Digraph



Name: \_\_\_\_\_

## Words with /är/ and /âr/

Color the words that have the /är/ sound (like car) with color student chooses.  
Color the words that have the /âr/ sound (like care) with color tutor chooses.

far

art

park

share

fair

bear

barn

pear

jar

chair

shark

dare

dark

there

card

smart

scare

air

# ANSWER KEY

## Words with /är/ and /âr/

Color the words that have the /är/ sound (like car) with color student chooses.  
Color the words that have the /âr/ sound (like care) with color tutor chooses.

far

art

park

share

fair

bear

barn

pear

jar

chair

shark

dare

dark

there

card

smart

scare

air

# Word Knowledge D

Your student is on a lifelong journey of reading: for school, for fun, and to learn about anything they choose. The best way to get better at reading is lots of practice. The following stories and activities are included in this section:

- **First Reading Option: Mini Book- “Animals That Sting.”**
  - Reading Quick Check Worksheet
- **Second Reading Option: Mini Book- “The Mind Game.”**
  - Reading Quick Check Worksheet
- **Third Reading Option: Mini Book- “Celebrating Food and Family.”**
  - Reading Quick Check Worksheet
- **Fourth Reading Option: Mini Book- “The Thesaurus.”**
  - Reading Quick Check Worksheet

## ★ Recommendations for a Reading Entry Routine

- **How to choose a starting reading:**
  - Select three reading options from different parts of the literacy materials: one with visual support, one with simple, familiar patterns, and one that is slightly challenging.
  - Invite your student to: read aloud, read quietly, and listen while you read.
  - Observe: Word recognition, understanding of meaning, and willingness to keep reading.
  - Choose the option that your student feels most confident and engaged with.

## ★ Recommendations for Reading Comprehension Questions

- **These questions can be used with any reading, mini book, or passage:**
  - **Before reading,** look at the book cover and ask: *What do you think this book might be about? What do you already know about this topic?*
  - **During reading:** *What is happening right now? What words or pictures help you understand what is going on?*
  - **After reading:** *What was this book mostly about? Would you want to read something like this again?*
  - Students can also draw their favorite part of the book, retell the reading in their own words, act out a story scene, or match words or pictures from the story.

# Animals That Sting

A Reading A-Z Level C Leveled Book  
Word Count: 53



## Connections

### Writing

As a class, write a definition of the word *defend*.

Make a poster that has the definition, a picture, and a sentence using the word.

### Science

What else did the photographs in the book teach you about animals that sting?

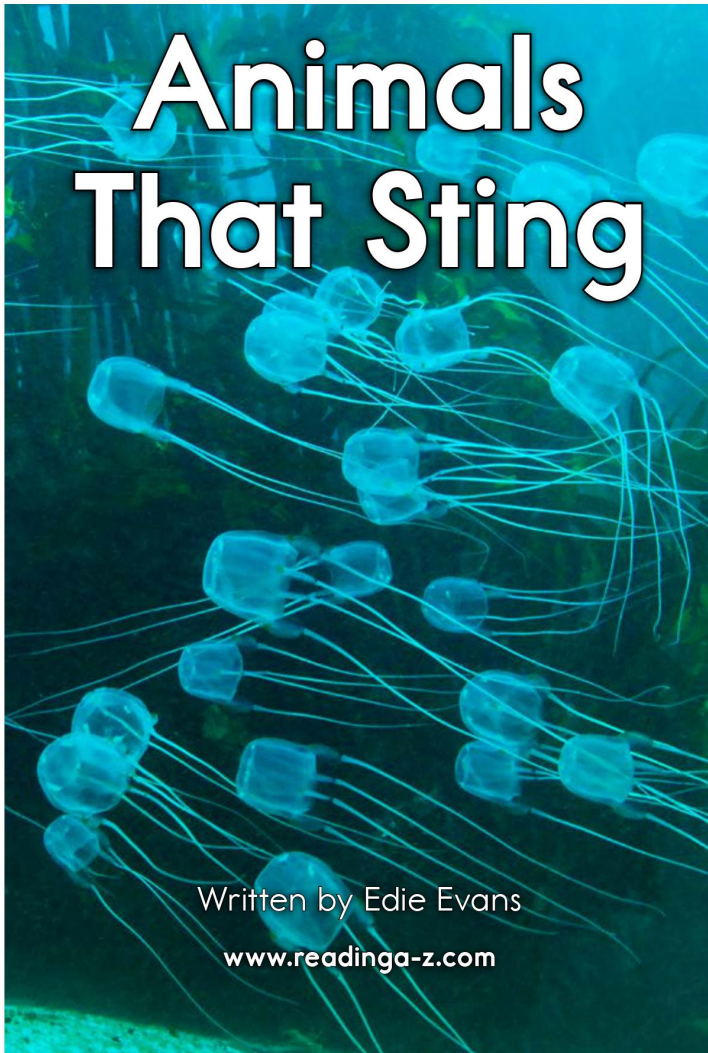
Share your ideas with a partner.



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**Focus Question**

Why do some animals sting?

**Words to Know**

defend	safe
hurt	sting
jellyfish	wasp

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Animals That Sting  
 Level C Leveled Book  
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 Written by Edie Evans

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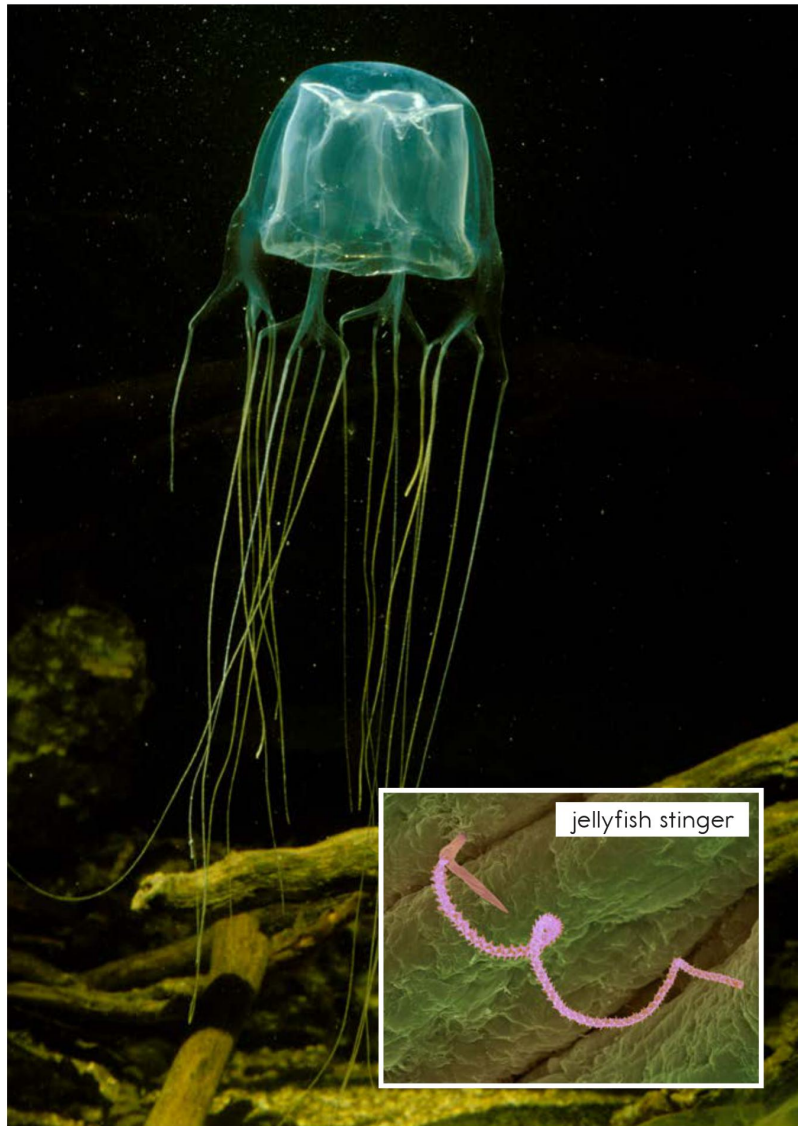
<b>Correlation</b>	
<b>LEVEL C</b>	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



Some animals sting  
to defend themselves.  
Stings can hurt.



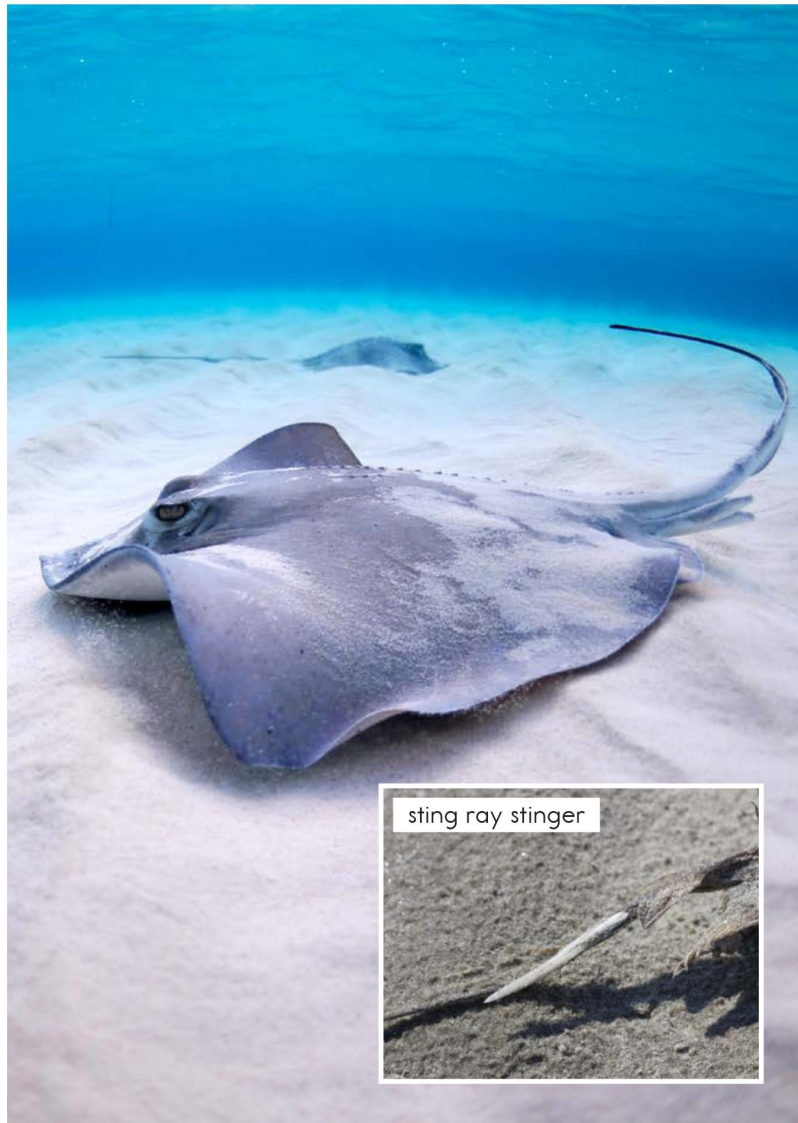
This bee stings  
to defend itself.



This jellyfish stings  
to defend itself.



This worm stings  
to defend itself.



This ray stings  
to defend itself.



This ant stings  
to defend itself.



This wasp stings to defend itself.



Stings can help keep animals safe.

Name \_\_\_\_\_ Date \_\_\_\_\_

- |   |  |
|---|--|
| <p>1. What is this book mostly about?</p> <ul style="list-style-type: none"> <li>Ⓐ Some animals sting to defend themselves.</li> <li>Ⓑ Some animal stings hurt.</li> <li>Ⓒ Some animals sting a lot.</li> </ul> <p>2. How is a bee’s stinger like an ant’s stinger?</p> <ul style="list-style-type: none"> <li>Ⓐ They are both pink.</li> <li>Ⓑ They are both sharp.</li> <li>Ⓒ They are both long.</li> </ul> <p>3. Why did the author write this book?</p> <ul style="list-style-type: none"> <li>Ⓐ to tell where animals sting</li> <li>Ⓑ to tell why animals sting</li> <li>Ⓒ to tell how animals sting</li> </ul> <p>4. How is a ray like a wasp?</p> <ul style="list-style-type: none"> <li>Ⓐ They both live in water.</li> <li>Ⓑ They both have legs.</li> <li>Ⓒ They both have stingers.</li> </ul> | <p>5. Why do animals need to defend themselves?</p> <ul style="list-style-type: none"> <li>Ⓐ to help them swim</li> <li>Ⓑ to help them stay safe</li> <li>Ⓒ to help them fly</li> </ul> <p>6. <b>Extended Response:</b> Have students sort the animals from the book into two groups. Have them write (or dictate) one or two sentences about the groups they chose.</p> |
|---|--|

**Instructions:** Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

## Quick Check Answer Sheet

## Animals That Sting

*Main Comprehension Skill: Main Idea and Details*

1. Ⓐ *Main Idea and Details*
2. Ⓑ *Compare and Contrast*
3. Ⓑ *Author's Purpose*
4. Ⓒ *Main Idea and Details*
5. Ⓑ *Vocabulary*
6. Answers will vary but should include a valid way to sort the animals from the book into two groups, such as animals with legs and animals without legs.

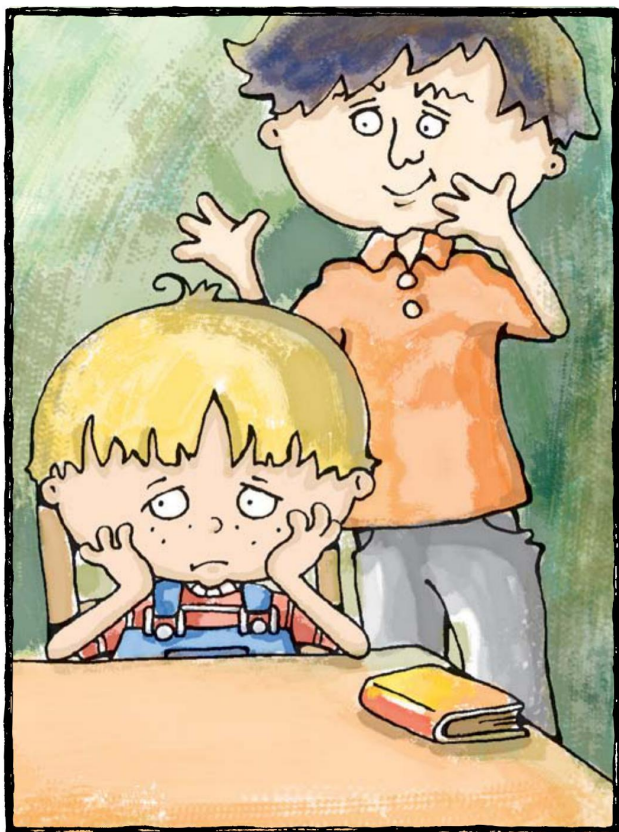
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**Instructions:** Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

# The Mind Game

A Reading A-Z Level K Leveled Book

Word Count: 400

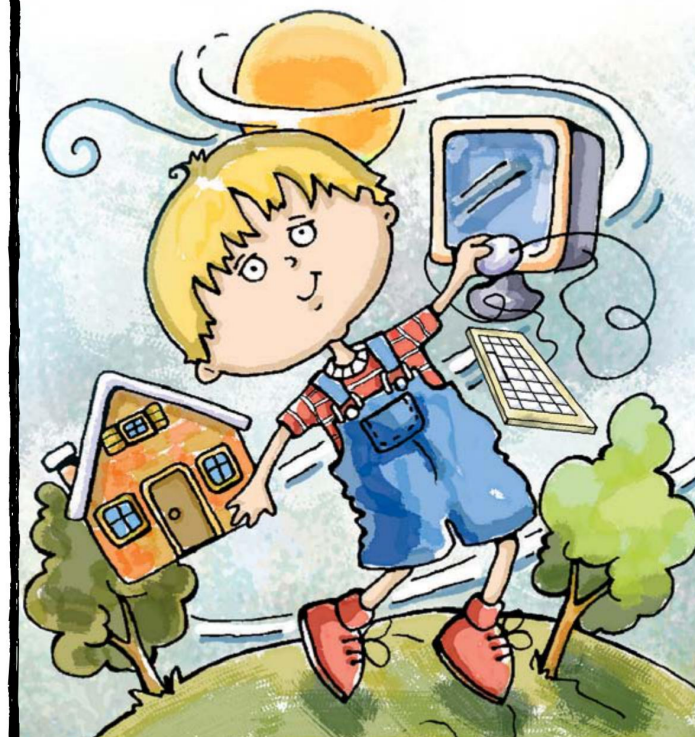


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LEVELED BOOK • K

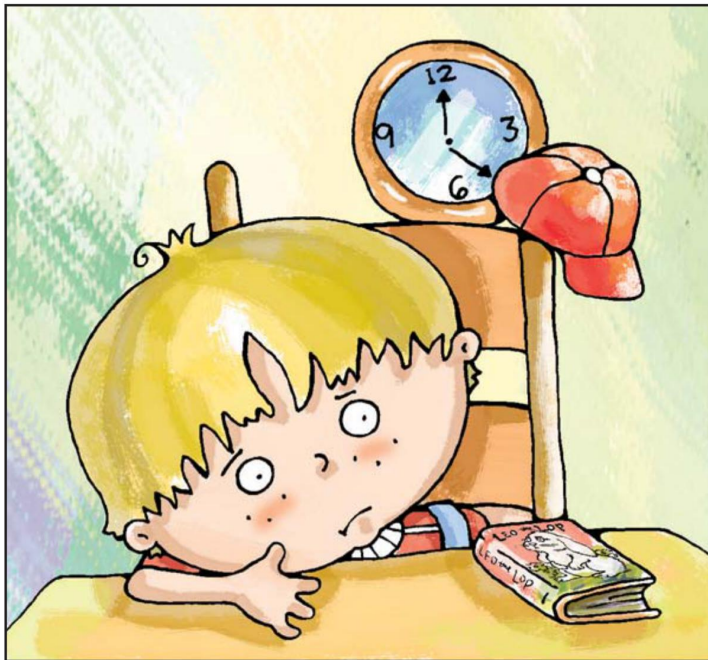
# The Mind Game



Written by Stephen Cosgrove  
Illustrated by Carolyn LaPorte

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# The Mind Game



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Illustrated by Carolyn LaPorte

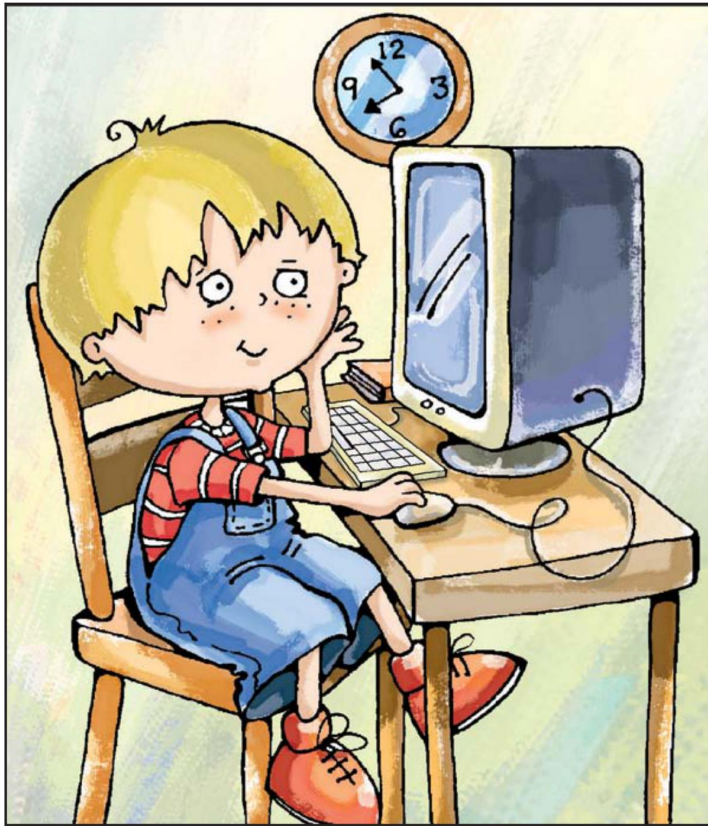
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## Correlation

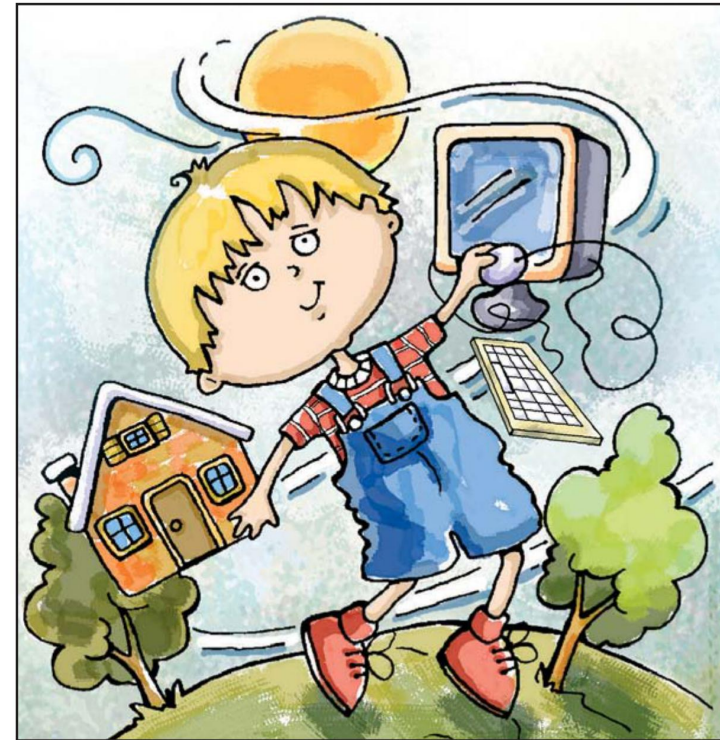
### LEVEL K

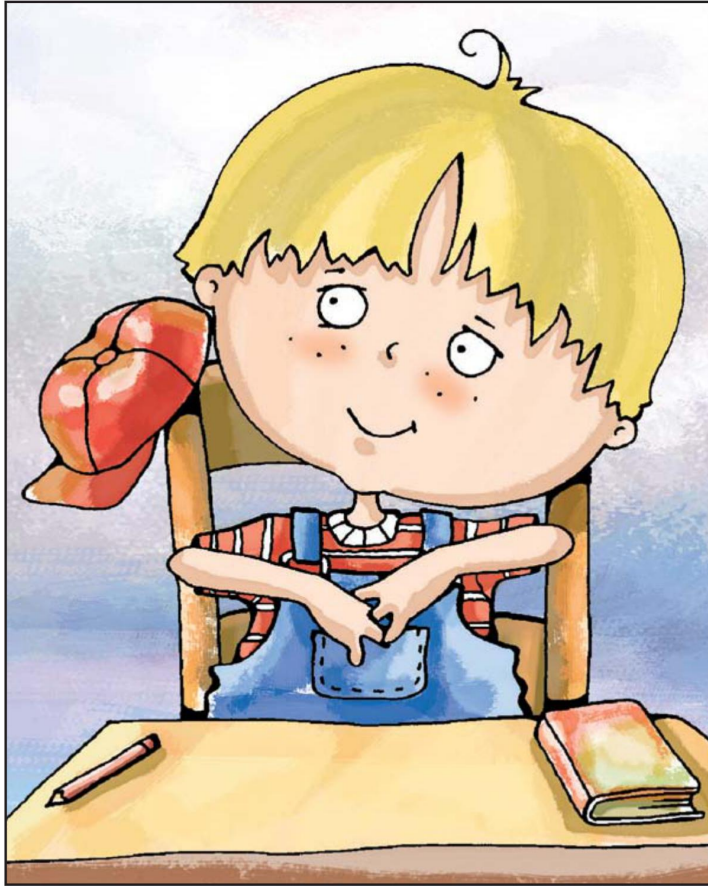
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



There once was a very special boy who loved to play games on a computer that sat on his mother's desk. When his mother wasn't using the computer, he was allowed to sit and play for as long as he liked.

When he was playing, the game was like a dream in his mind. He was so wrapped up in the game that he didn't know if it was sunny outside. He wouldn't have noticed if a tornado was blowing away his house.



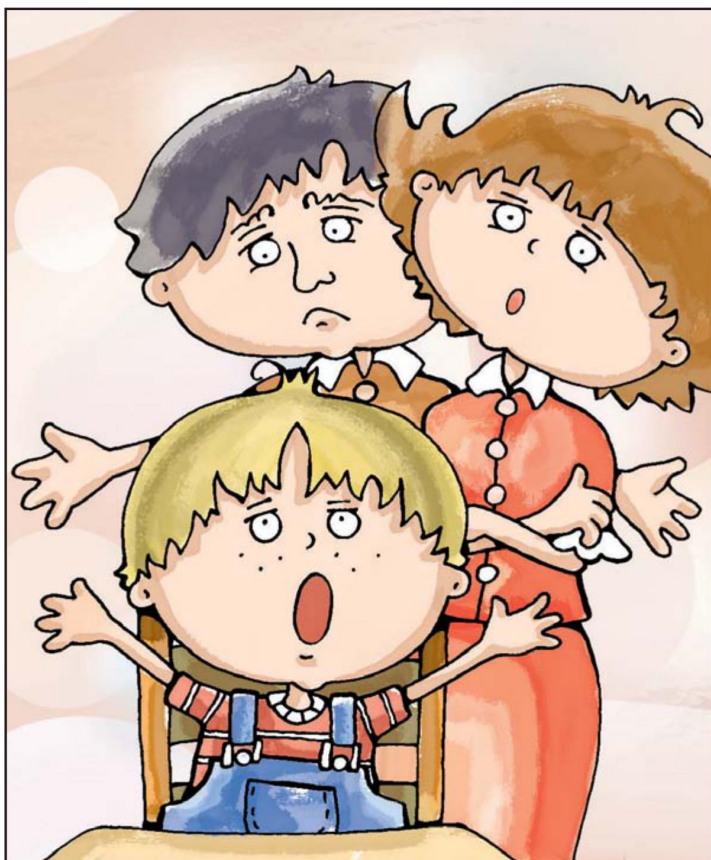


And then one day it happened!  
He climbed into the chair at his  
mother's desk. He twisted his neck,  
flexed his fingers, and got ready  
to play a game, but . . .

. . . the keyboard was gone!  
And so was the monitor and even  
the mouse.

“Mom!”





The very special boy's scream brought his mother and his father running from the kitchen.

"What is it? What happened?" they cried, rushing to his side.



"Mom!" he said, pointing at the desk.  
"Look!"

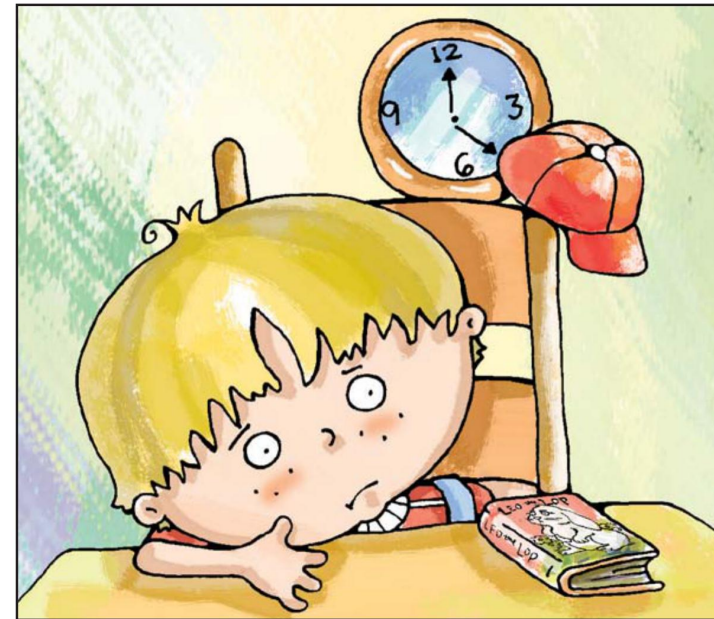
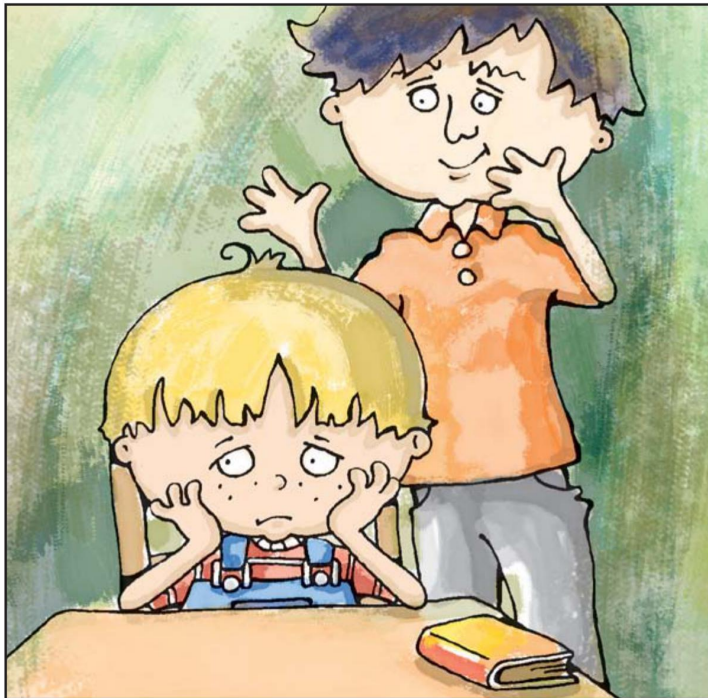
His mother looked. His father looked. "At what, son?" they asked.  
"There's nothing there."

"I know. I know," he said. "The computer is gone!"

“Oh, is that all,” said his mother as she went back to the kitchen.  
“The computer is broken. We’re having it fixed. It’ll be back soon.”

“How soon is soon?” the boy cried.

“A week or two,” chuckled the father.



It might as well have been a million years. The boy was left alone with nothing to do.

He sat, forlorn, at the desk. He stared at the empty place where the screen, keyboard, and mouse used to sit. Now there was nothing except a raggedy-paged old book called *Leo the Lop*.

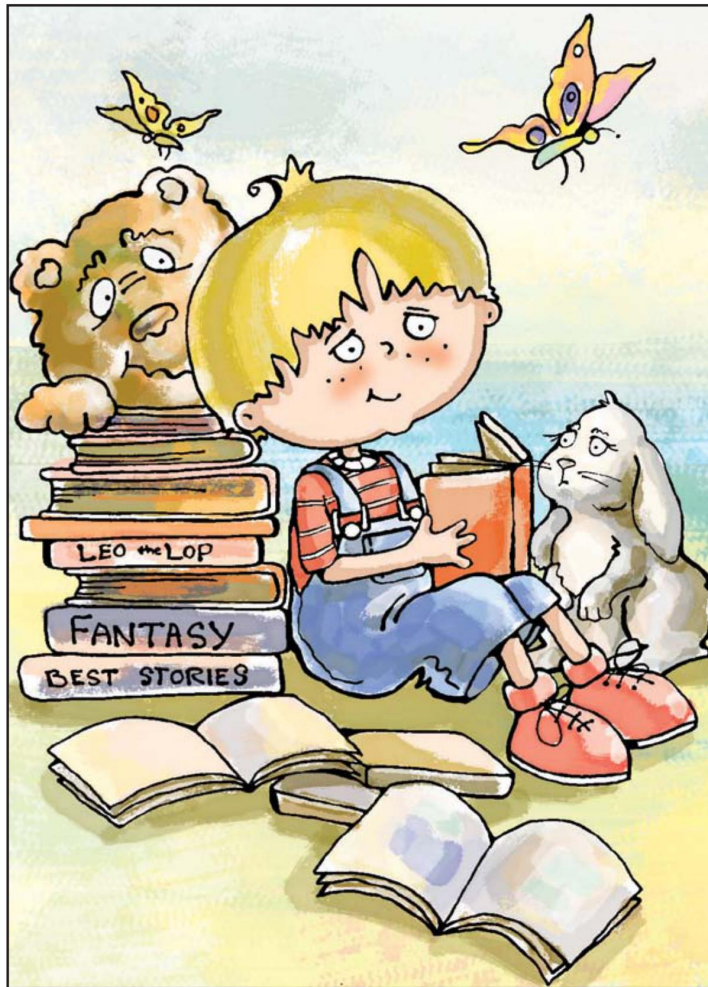
With a deep sigh, he opened the book and looked at the words spread across the page. He read a few words and then a few more. He was surprised to find that pictures began to form in his mind, just like with the computer game.



Like a river, the pictures from words began to flow through his mind as he read the wonderful story.



He read that book and another and another. He read stories about bunnies, butterflies, and bears.



In time, the computer was returned. But the very special boy now had a very special game that didn't need a mouse or a keyboard.

For from books come dreams,  
and from dreams come magical  
tomorrows.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Read each question carefully and choose the best answer.

- |  |  |
|--|--|
| <p>1. What did the boy do with his spare time?</p> <ul style="list-style-type: none"> <li>Ⓐ played sports</li> <li>Ⓑ watched TV</li> <li>Ⓒ played computer games</li> <li>Ⓓ read books</li> </ul> <p>2. Why do you think his mom just said, "Is that all?" when he told her about his computer?</p> <ul style="list-style-type: none"> <li>Ⓐ His mother knew the computer was really there all the time.</li> <li>Ⓑ His mother didn't listen to what he said.</li> <li>Ⓒ His mother knew there were other things he could do in his spare time.</li> <li>Ⓓ His mother never liked the computer.</li> </ul> | <p>3. What did he find out about reading books?</p> <ul style="list-style-type: none"> <li>Ⓐ Books were not as fun as computer games.</li> <li>Ⓑ It was too hard to read the books.</li> <li>Ⓒ Reading books made him make pictures in his mind.</li> <li>Ⓓ He liked computers better than reading books.</li> </ul> <p>4. What happened that made the boy scream?</p> <ul style="list-style-type: none"> <li>Ⓐ His computer disappeared.</li> <li>Ⓑ He had a bad dream.</li> <li>Ⓒ His book collection got wet.</li> <li>Ⓓ His dog bit him.</li> </ul> <p>5. To the boy, playing on his computer was like _____.</p> <ul style="list-style-type: none"> <li>Ⓐ a movie in his mind</li> <li>Ⓑ a dream in his mind</li> <li>Ⓒ watching TV</li> <li>Ⓓ playing with a friend</li> </ul> |
|--|--|

*Quick Check continued on following page*

Name \_\_\_\_\_ Date \_\_\_\_\_

6. If you are feeling **forlorn**, you are feeling \_\_\_\_\_.
  - (A) excited
  - (B) very angry and upset
  - (C) bored
  - (D) abandoned or deserted
7. What happened when the boy lost his computer?
  - (A) He played with friends for the first time.
  - (B) He watched TV.
  - (C) He rode his bike around the neighborhood.
  - (D) He read lots of books.
8. How does the boy feel after he lost his computer?
  - (A) happy
  - (B) upset
  - (C) excited
  - (D) embarrassed
9. What did the boy learn from this experience?
  - (A) Playing computer games wasn't the only fun thing he could do.
  - (B) His parents didn't know anything about computers.
  - (C) He didn't like to do anything but play games on the computer.
  - (D) He never wanted to play on the computer again.
10. What does the phrase *it might as well have been a million years* mean?
  - (A) The boy would never get his computer back.
  - (B) The week or two would seem like forever without his computer.
  - (C) His computer would be back soon.
  - (D) The boy would not wait that long.

Quick Check continued on following page

Name \_\_\_\_\_ Date \_\_\_\_\_

**11. Extended Response:** What do you think the author wanted the readers to learn from reading about the boy and his computer?



## Quick Check Answer Sheet

## The Mind Game

*Main Comprehension Skill: Analyze Character*

1. Ⓒ *Story Elements*
2. Ⓒ *Make Inferences / Draw Conclusions*
3. Ⓒ *Main Idea and Details*
4. Ⓐ *Cause and Effect*
5. Ⓑ *Story Elements*
6. Ⓓ *Vocabulary*
7. Ⓓ *Cause and Effect*
8. Ⓑ *Analyze Character*
9. Ⓐ *Analyze Character*
10. Ⓑ *Vocabulary*
11. Answers will vary but could include the following: *reading books can be fun, doing only one thing in your spare time is not the best thing to do because you could miss out on other things, and so on.*

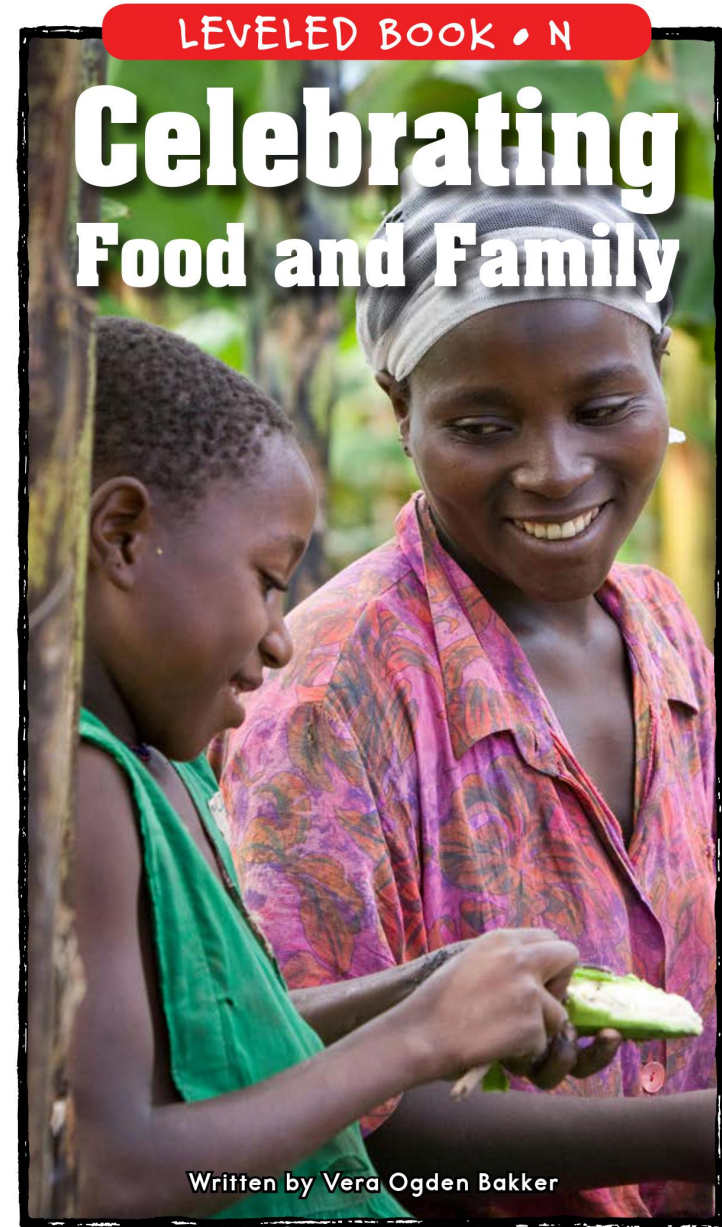
# Celebrating Food and Family

A Reading A-Z Level N Leveled Book  
Word Count: 657



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Written by Vera Ogden Bakker

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# Celebrating Food and Family



Written by Vera Ogden Bakker

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Level N Leveled Book  
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## Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



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A farmer gathers his corn crop.

## Introduction

People around the world celebrate the harvest season, a time when the crops are ready to be gathered and eaten or stored for the year ahead.

In the United States, people celebrate the harvest in November. This celebration is called *Thanksgiving*.

Evan's family goes to Grandma's house. They feast on food such as turkey and pumpkin pie. Family members tell what they are thankful for, and Grandpa tells the story of the First Thanksgiving. After dinner, Evan plays with his cousins.



A family eats Thanksgiving dinner.



Yams are gathered during the Yam festival in Papua New Guinea.

## Yam Festival

People in West Africa and the South Pacific Islands celebrate the Yam Festival. In early August, Bem and Sade and their parents gather **yams** from a Nigerian field. It is the end of the rainy season there. Yams are the most common food in these regions, and the first crop to be harvested in Nigeria.

The night before the festival begins, the children help throw out any yams left over from last year. They scrub all the pots, especially the wooden bowls in which cooked yams are mashed.



A Nigerian family mashes yams.

The next morning, they offer the freshly harvested yams to the gods and their **ancestors** in special ceremonies. This is the way they thank the spirits for a good crop. No one eats any new yams until this is done.



After the ceremonies, yams are divided among the villagers. Everyone cooks dishes made with yams and other vegetables. The festival lasts many days in Bem and Sade's village.



At the harvest in West Africa, people dance to celebrate the yam crop.



A mother sits with her daughters, who wear traditional costumes.

## Chuseok

Like Bem and Sade, Shin honors her ancestors. The Harvest Moon Festival in Korea is called **Chuseok**. Like the Yam Festival, it is celebrated in August.

Shin travels with her family to the village of her ancestors. When they arrive, Shin helps the women prepare food. The night before the festival begins, Shin's mother dresses in costume and joins other women in a circle dance.

The next morning everyone dresses in their best clothes. They visit the graves of their ancestors.

Shin carries rice cakes stuffed with sesame seeds. She bows and places her offering on the grave. She says, "Good fortune, ancestor." Her father bows and asks if the



An offering of food is placed at the grave of a family's ancestor.

ancestors are pleased with him. Her mother bows and tells the ancestors they are happy as a family.



A family celebrates with a meal at the grave of an ancestor.

Then there is a feast of fresh rice cakes, **persimmons**, mushrooms, and chestnuts. They give thanks for the harvest. Shin likes the stories Mother tells of her ancestors.

Later, Shin plays tug-of-war with friends. She laughs at the men who dress as **tortoises**. They dance around the village and sing for food and drink.

## Sukkoth

In Israel, Abel and Ilana have a different way of celebrating the harvest and honoring their ancestors. The celebration is called **Sukkoth**, and it's held in September or October. Abel helps his father build a three-sided hut in their



Some families build huts on their balconies.

garden. They make the roof from corn stalks. They leave holes where they can see the sky.

The family will eat their meals in the hut for the next week. Abel hopes he can sleep in it at night. Ilana comes to help decorate the hut with squash and corn.



Enjoying a Sukkoth meal in a hut

Father explains why they build a hut. "It's to remember our ancestors. They built huts in the fields at harvest time. They slept there so they wouldn't have to walk so far each day." The hut reminds them of how far their ancestors had to walk on their journey to the promised land.

There are seven days of feasting and religious services. Abel and



A boy carries a lulav and etrog.

Ilana prepare lulavs (loo-LAWVs) by cutting a palm branch, two willow branches, and three myrtle branches. Then they tie them together. The family joins other families to walk to the **synagogue.**

They wave the lulav in their right hands and carry an etrog (es-ROG), a citrus fruit, in their left.



## Conclusion

When people around the world leave their homes to find new ones, they often take their celebrations with them. Sometimes they find ways to mix old traditions with new ones.



But no matter where they are, families give thanks for food and each other.

## Glossary

<b>ancestors</b>	people who came before your generation (p. 8)
<b>Chuseok</b>	Korean harvest festival (p. 9)
<b>etrog</b>	a large, lemon-like fruit (p. 14)
<b>persimmons</b>	orange-red tropical fruits (p. 11)
<b>Sukkoth</b>	Jewish harvest festival (p. 12)
<b>synagogue</b>	a Jewish place of worship (p. 14)
<b>tortoises</b>	land turtles (p. 11)
<b>yams</b>	root plants similar to sweet potatoes (p. 6)

Name \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Read each question carefully and choose the best answer.

- |   |   |
|---|---|
| <p>1. What is the most common food in West Africa?</p> <p>Ⓐ pumpkins</p> <p>Ⓑ apples</p> <p>Ⓒ yams</p> <p>Ⓓ all of the above</p> <p>2. What are <b>ancestors</b>?</p> <p>Ⓐ people in your family who were born before you</p> <p>Ⓑ people who celebrate the same way you do</p> <p>Ⓒ people who live nearby you</p> <p>Ⓓ people famous in history</p> <p>3. How do all the people described in this book probably feel the night before the harvest celebrations?</p> <p>Ⓐ sad</p> <p>Ⓑ angry</p> <p>Ⓒ excited</p> <p>Ⓓ puzzled</p> | <p>4. What does the girl from Korea, Shin, put on the graves of her ancestors?</p> <p>Ⓐ rice cakes</p> <p>Ⓑ flowers</p> <p>Ⓒ candles</p> <p>Ⓓ yams</p> <p>5. Why does Shin look forward to the Chuseok celebration?</p> <p>Ⓐ She can play with her friends.</p> <p>Ⓑ She can eat rice cakes.</p> <p>Ⓒ She can listen to stories.</p> <p>Ⓓ All of the above</p> <p>6. What does the three-sided hut remind the people in Israel of?</p> <p>Ⓐ how much fun their ancestors had</p> <p>Ⓑ how their ancestors cooked and ate food</p> <p>Ⓒ the long walks their ancestors had to take</p> <p>Ⓓ all of the above</p> |
|---|---|

Quick Check continued on following page

Name \_\_\_\_\_ Date \_\_\_\_\_

- |  |   |
|--|---|
| <p>7. What will the families of Israel use their special huts for?</p> <ul style="list-style-type: none"> <li>Ⓐ to eat in</li> <li>Ⓑ to sleep in</li> <li>Ⓒ to decorate</li> <li>Ⓓ all of the above</li> </ul> <p>8. What does it mean to <b>harvest</b>?</p> <ul style="list-style-type: none"> <li>Ⓐ to cook food</li> <li>Ⓑ to gather crops</li> <li>Ⓒ to celebrate with family</li> <li>Ⓓ to tell special family stories</li> </ul> <p>9. What do the West Africans do after the special ceremonies to thank their gods are over?</p> <ul style="list-style-type: none"> <li>Ⓐ walk from town to town</li> <li>Ⓑ wash their old yam pots</li> <li>Ⓒ divide, cook, and eat yams</li> <li>Ⓓ dress up in costumes and parade</li> </ul> | <p>10. What does this book mainly tell about?</p> <ul style="list-style-type: none"> <li>Ⓐ how to grow and harvest crops</li> <li>Ⓑ foods people eat around the world</li> <li>Ⓒ different ways people celebrate harvests</li> <li>Ⓓ the clothes people wear during celebrations</li> </ul> <p>11. <b>Extended Response:</b> Which of the harvest celebrations described would you like to attend? Explain two reasons why.</p> |
|--|---|

## Quick Check Answer Sheet

## Celebrating Food and Family

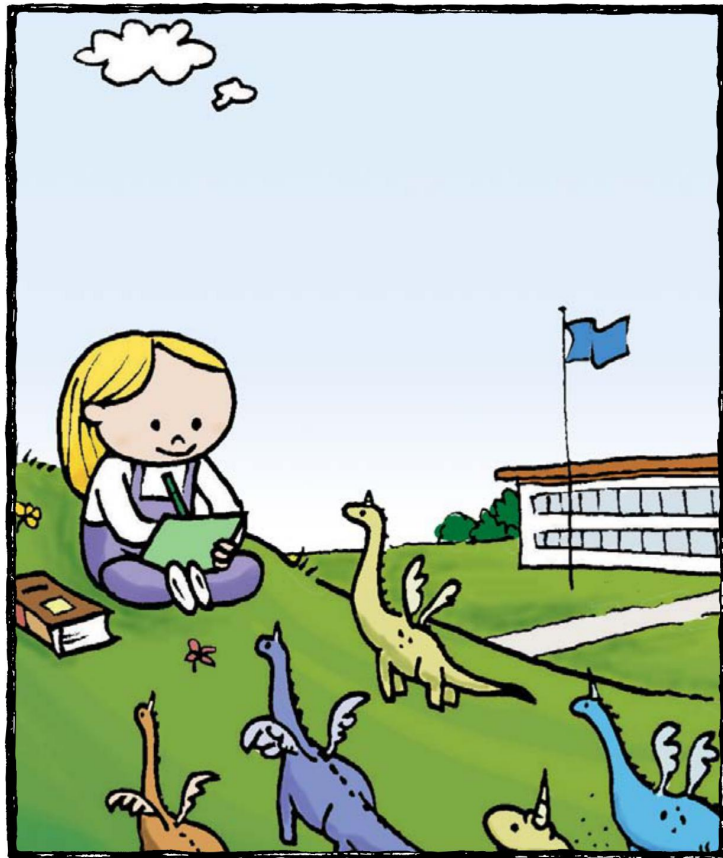
*Main Comprehension Skill: Main Idea and Details*

1. **C** *Main Idea and Details*
2. **A** *Vocabulary*
3. **D** *Make Inferences / Draw Conclusions*
4. **A** *Main Idea and Details*
5. **D** *Cause and Effect*
6. **C** *Main Idea and Details*
7. **D** *Main Idea and Details*
8. **B** *Vocabulary*
9. **C** *Sequence Events*
10. **C** *Main Idea and Details*
11. Answers will vary.

# The Thesaurus

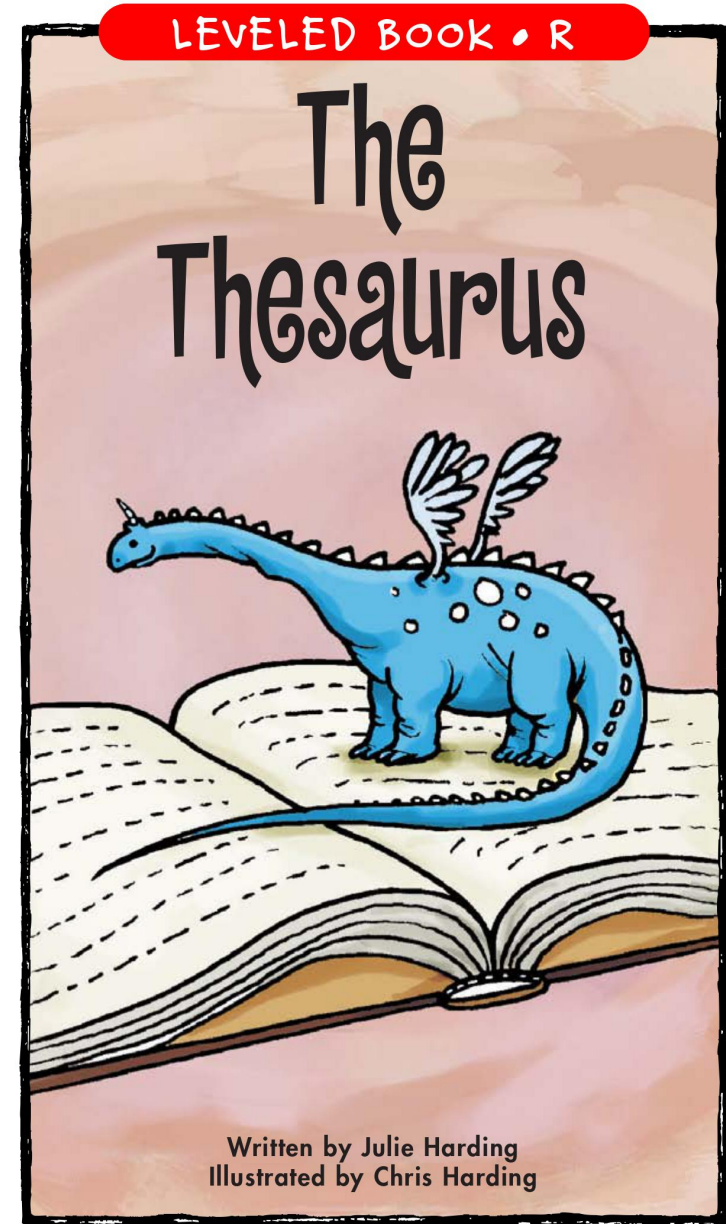
A Reading A-Z Level R Leveled Book

Word Count: 1,421



Reading a-z

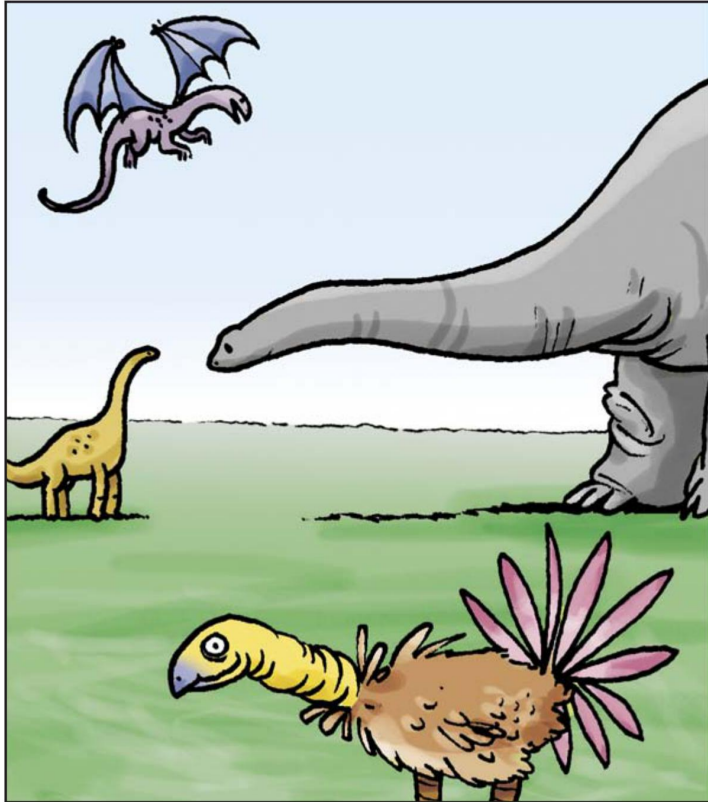
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Written by Julie Harding  
Illustrated by Chris Harding

[www.readinga-z.com](http://www.readinga-z.com)

# The Thesaurus



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Illustrated by Chris Harding

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The Thesaurus  
Level R Leveled Book  
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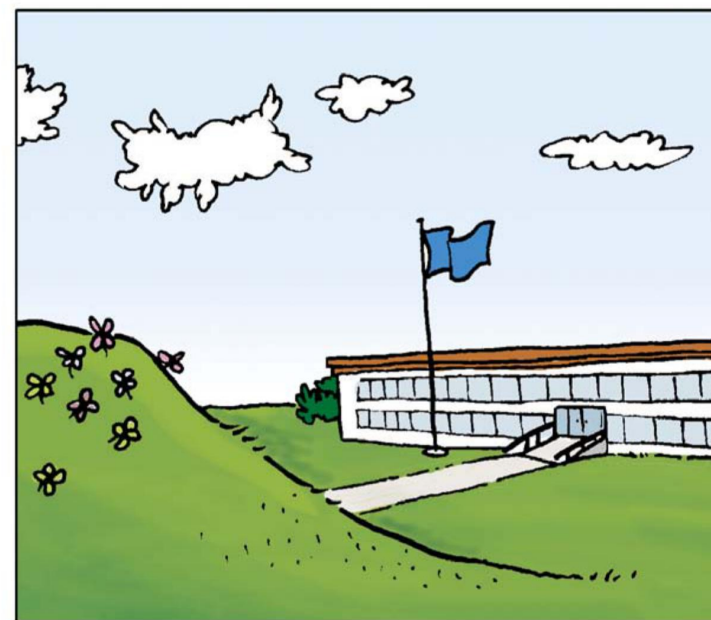
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## Correlation

LEVEL R	
Fountas & Pinnell	N
Reading Recovery	30
DRA	30



Mrs. Ellis stood in her blue polka-dot skirt lecturing the class about antonyms. Antonyms and synonyms. *How about M&Ms?* Angie Jarrett thought and giggled inside. It was going to be a while before anyone could run out to the open field that surrounded Munger Elementary. Luckily, Angie sat pretty close to the window. She could almost feel the fresh air.



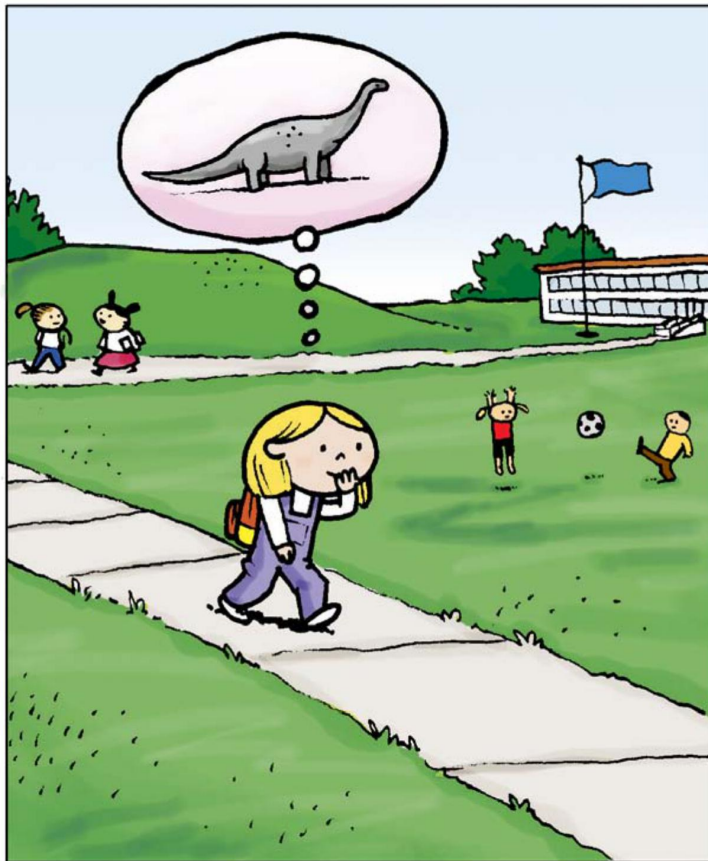
It looked like the day had warmed since lunch. Angie knew that the breeze would smell nice from the morning's rain. She also knew that this was the best time to dive into the clover patch on the other side of the playground's only hill. That was where Angie went when she wanted to write about things or just spend time with her imagination. Tiny gold-nosed puppies and great winged buffalo were known to play in the clouds above the hill. No one knew about their games except Angie.

She was watching the leaves on a tree just outside the window as they tickled each other in the breeze when Mrs. Ellis interrupted. “Angie, did you hear me? All of you need to bring a thesaurus to use in class on Friday. If you don’t have one at home, you can borrow one from me if you let me know before Thursday. You will each need one for the class. No exceptions, Ms. Jarrett.”

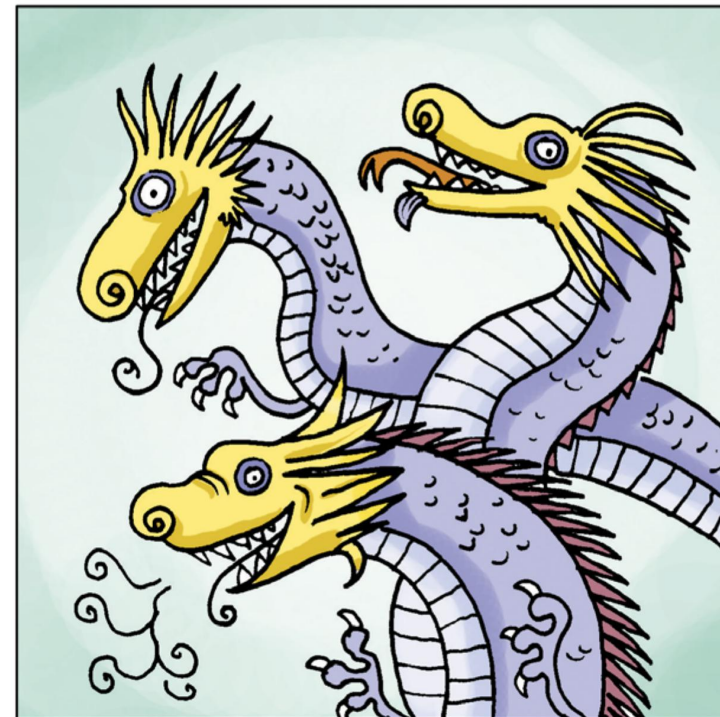


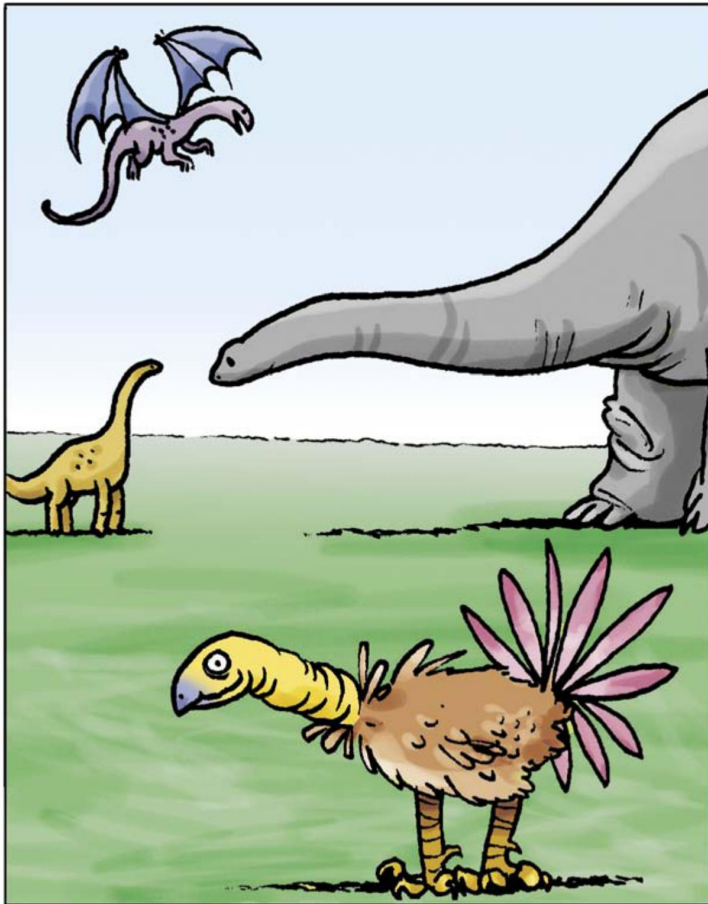
The bell rang before Angie could reply. She might have been about to defend herself, but instead, she was reeling with what Mrs. Ellis had just said. She’d been fascinated with the hulking creatures that had roamed the Earth all those long years before. Her stomach began to tighten and excitedly she flew out the door, leaving her jacket behind to spend yet another night on the back of her yellow chair.

The day was indeed warm, but Angie would not have noticed if it had been below freezing. She was busy, trying to understand how she had missed the existence of a living, breathing dinosaur. Let alone one that, according to Mrs. Ellis, might be living in the homes of every student in the class.



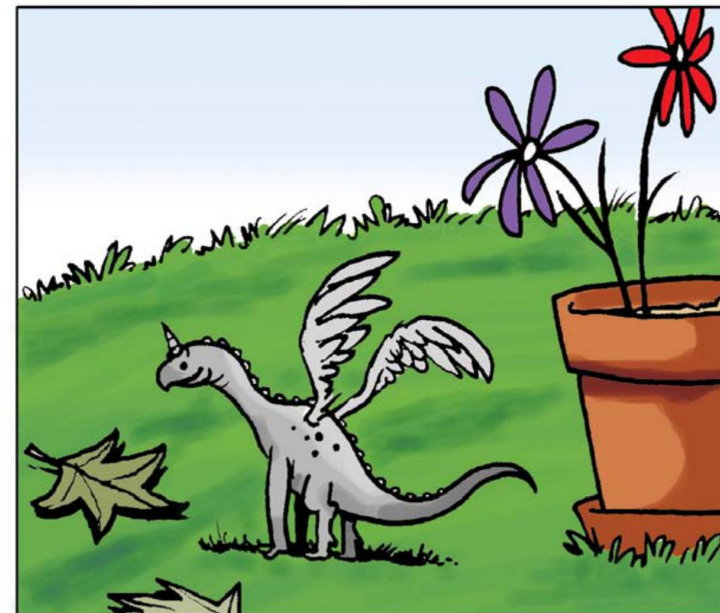
No one else seemed terribly surprised. Angie decided that it must be one of those things like snapdragons. Only yesterday, her best friend Gina had explained how snapdragons can talk and can grow in anyone's backyard. Apparently, they were a thing the Jarrett adults didn't think about much. They were fascinating creatures in Angie's opinion. Or maybe they didn't know about the thesaurus either.

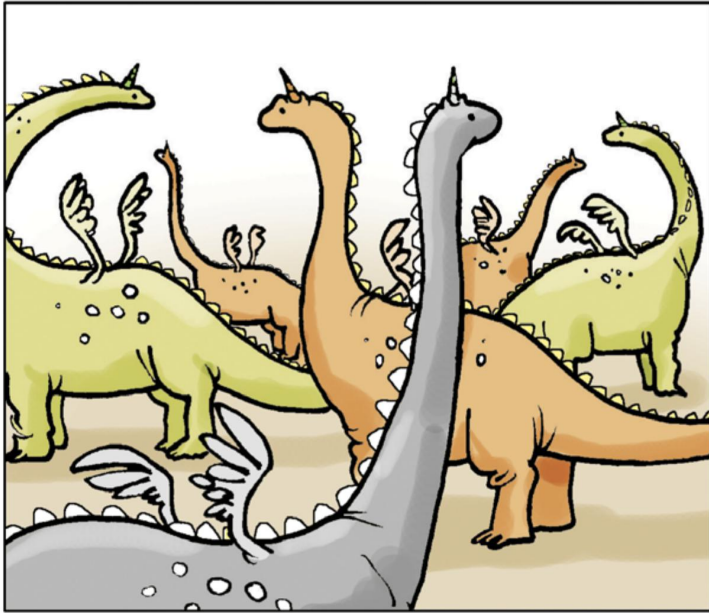




The questions began to form in her mind. How many wings does a thesaurus have? Is a thesaurus an herbivore? Are they tiny? Are they huge? Do they have feathers? Do they walk on two feet? There was much to be discovered.

Three blocks from home, Angie changed course. She headed for a wandering path that added an extra ten minutes to her walk. She needed time to wonder. What is a thesaurus like? If it lived at home, it had to be small. She hadn't seen one before, so they had to be at least as small as a parakeet. She hadn't noticed Gina's parakeet until the third sleepover at her house. Thesauruses were probably gray. Just like the dinosaurs in the program on PBS she had seen two weeks ago. This made it seem even more likely that the thesaurus could have wings.





Maybe it was not so small. Any dinosaur that survived the ice age must be pretty amazing. Maybe it was a magical creature. No, that would be silly. Maybe it could camouflage itself, or shrink—the opposite of a blowfish. Perhaps they weren't as common as the teacher thought, and the class would all be asking for a loaner from Mrs. Ellis on Thursday. Angie hoped they weren't small. But in the end, she decided they must be. Twenty-five large thesauruses (or is it thesauri?) would never fit inside the classroom.



And so the daydream began. Suddenly, there were thesauruses all over the place. The grassy path was overrun with the stubby creatures. They were roaring their little roars, and changing color as they ran toward Angie. She stepped aside just as the charging thesauruses vanished into thin air. All the way home, there were incidents with the mischievous imaginary dinosaurs.

Angie was so excited when she got home that she forgot to close the door. Without looking up from the paper, her mother asked Angie to finish her grand entrance. Angie did so, and looked at her mother expectantly. She was determined to be patient.

After nearly five seconds of calm silence, Angie began in a breathless voice. “Mom! Listen! I don’t know if we have one, or even if you know about them, but I have to bring a dinosaur to class on Friday! Did you know they exist? Do we have one?”

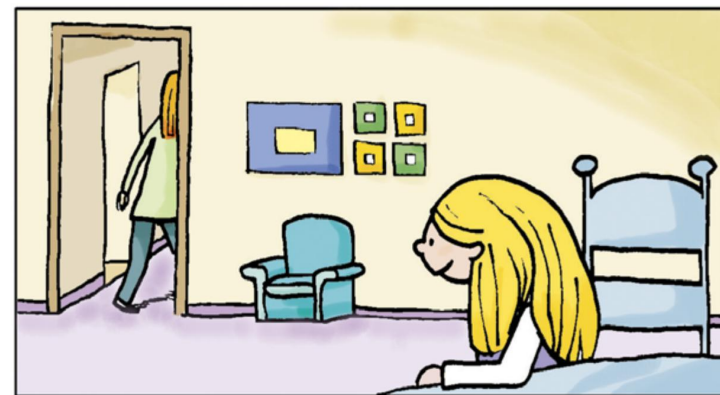


Angie’s mother lowered the paper and asked, “What do you mean? We have pictures of dinosaurs in the magazine on the coffee table.”

“No, mom, I have to bring in a real thesaurus.”

Her mother looked strange, like she might laugh. “Angie, I know that we have a thesaurus. I’m not sure you know what it’s for. Let me get it.”

The excitement was terrible. Angie’s mother disappeared into the den/library. Angie wondered if it had been there all along, waiting between the shelves for her to play with it. Was it a boy or a girl?





Angie's mother emerged from the room and started down the hall. There was a book in her hand. Was it a care guide for pet dinosaurs?

"Honey," her mother began, "this is a thesaurus." She handed the book to Angie and tapped her elbow. "I know it isn't what you expected, but it really is a great thing to have."



"A book?" Angie groaned. "How could a book be named something as exciting as *thesaurus*?"

“It’s a wonderful sort of book, though,” said Angie’s mother. “It is a book that has many different words for the words we already know. Let me show you.”

She took the book and opened it to a random page. She pointed to the entry for *nice*. The entry listed the words *likable*, *admirable*, *amiable*, *pleasing*, *courteous*, *kind*, and even more.



“You write stories—right, Angie?”

Angie looked from the corner of her eye at her mother. “Yes.” Her embarrassment was just beginning to fade.

“Do you ever have a hard time finding just the right word to write down?”

Angie nodded.

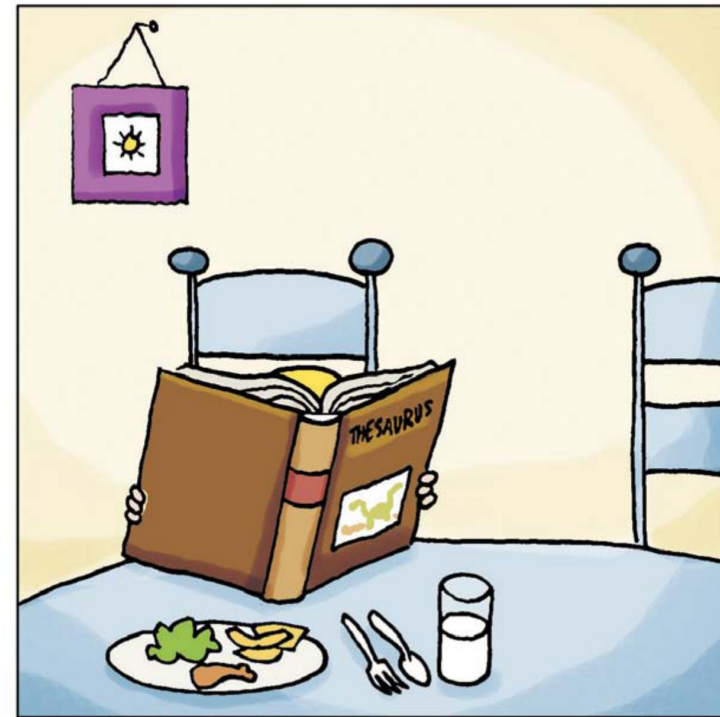
“This book, like the dictionary, is a tool for writers. Like a hammer to a carpenter or a tractor to a farmer. It’s pretty neat, when you think about it.”





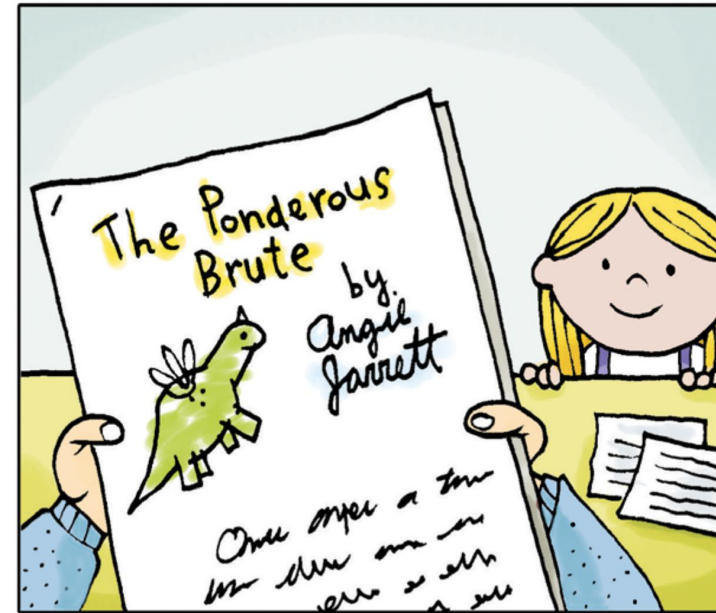
But Angie wasn't thinking about it. She was busy watching her miniature Jurassic Park go extinct in the living room. Her mother gave her a belated welcome home hug, and headed into the kitchen. Angie stayed in the living room listening to cooking sounds. It seemed to be stir-fry. Angie's disappointment began to evaporate like her daydream and was carried out the kitchen window with the smell of bell peppers.

Angie looked over at the book beside her. She picked it up and found the word *dream*. There were at least fifteen words in the entry, all of them slightly different but somehow the same. She found words that led her to more words that led her to new words that sounded mysterious, incredible, and sometimes rather funny. When her mother called her to dinner, Angie forgot to put the book down before she began to eat.





That night, Angie had a dream. First, she was in the forest with millions of small dinosaurs. Then, the forest became the hill on the playground at school. The dinosaurs stood as if they were waiting. Angie's favorite green notebook and pencil appeared in her hand. She began to write about the dinosaurs, and they waited patiently as she found just the right words to tell their story. She found everything she needed—in the thesaurus.



On Friday, Mrs. Ellis asked the students to take out their thesauruses. Angie was ready, and this time, she wasn't daydreaming. Everyone in the class was to write a story about anything in the world. They were supposed to use the thesaurus for at least three words. When the bell rang, Angie handed in her story. Mrs. Ellis whistled as she read the title. *The Ponderous Brute*, it said. The drawing under the title showed a chubby dinosaur, and Mrs. Ellis grinned. She knew she was in for a treat.

Name \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Read each question carefully and choose the best answer.

- |   |  |
|---|--|
| <p>1. Why did Angie think a thesaurus was a care guide for pet dinosaurs?</p> <ul style="list-style-type: none"> <li>Ⓐ because most dinosaurs come with care guides</li> <li>Ⓑ because she thought a thesaurus was a dinosaur</li> <li>Ⓒ because she saw "Care Guide" on the cover</li> <li>Ⓓ all of the above</li> </ul> <p>2. Why did Angie misunderstand the assignment from Mrs. Ellis?</p> <ul style="list-style-type: none"> <li>Ⓐ She was daydreaming.</li> <li>Ⓑ She was talking to a friend.</li> <li>Ⓒ She was writing a story.</li> <li>Ⓓ She was thinking about dinosaurs.</li> </ul> | <p>3. What question began to form in Angie's mind after Mrs. Ellis's request for the next day?</p> <ul style="list-style-type: none"> <li>Ⓐ How many wings does a thesaurus have?</li> <li>Ⓑ Is a thesaurus like a snapdragon?</li> <li>Ⓒ Will Mrs. Ellis have enough thesauruses for everyone to borrow?</li> <li>Ⓓ All of the above</li> </ul> <p>4. How did Angie feel about what she thought was the assignment?</p> <ul style="list-style-type: none"> <li>Ⓐ worried and upset</li> <li>Ⓑ angry and concerned</li> <li>Ⓒ excited and confused</li> <li>Ⓓ none of the above</li> </ul> <p>5. A <b>daydream</b> is most like _____.</p> <ul style="list-style-type: none"> <li>Ⓐ a wish</li> <li>Ⓑ an imaginary distraction</li> <li>Ⓒ a difficult problem</li> <li>Ⓓ a big surprise</li> </ul> |
|---|--|

Quick Check continued on following page

Name \_\_\_\_\_ Date \_\_\_\_\_

- |   |  |
|---|--|
| <p>6. Which statement best describes Angie’s personality?</p> <ul style="list-style-type: none"> <li>Ⓐ imaginative and creative</li> <li>Ⓑ angry and frustrated</li> <li>Ⓒ attentive and responsible</li> <li>Ⓓ nervous and fidgety</li> </ul> <p>7. Which word is a <b>synonym</b> for “make-believe.”</p> <ul style="list-style-type: none"> <li>Ⓐ interesting</li> <li>Ⓑ imaginary</li> <li>Ⓒ real</li> <li>Ⓓ possible</li> </ul> <p>8. How did Angie’s mother feel when Angie asked for a dinosaur?</p> <ul style="list-style-type: none"> <li>Ⓐ worried</li> <li>Ⓑ angry</li> <li>Ⓒ amused</li> <li>Ⓓ excited</li> </ul> | <p>9. Why does Angie finally decide a thesaurus must be small?</p> <ul style="list-style-type: none"> <li>Ⓐ because it survived the ice age</li> <li>Ⓑ because it had magical powers</li> <li>Ⓒ because it could camouflage itself</li> <li>Ⓓ because many of them could fit into a classroom</li> </ul> <p>10. How did Angie feel when she realized a thesaurus was a book?</p> <ul style="list-style-type: none"> <li>Ⓐ sad</li> <li>Ⓑ disappointed</li> <li>Ⓒ happy</li> <li>Ⓓ angry</li> </ul> <p>11. <b>Extended Response:</b> Why does Angie’s mother compare a writer using a thesaurus to a carpenter using a hammer?</p> <p>12. <b>Extended Response:</b> After Angie wrote her story, why did Mrs. Ellis think she was in for a treat?</p> |
|---|--|

## Quick Check Answer Sheet

## The Thesaurus

Main Comprehension Skill: Analyze Character

1. Ⓑ *Make Inferences / Draw Conclusions*
2. Ⓐ *Make Inferences / Draw Conclusions*
3. Ⓐ *Main Idea and Details*
4. Ⓒ *Analyze Character*
5. Ⓑ *Vocabulary*
6. Ⓐ *Analyze Character*
7. Ⓑ *Vocabulary*
8. Ⓒ *Analyze Character*
9. Ⓓ *Make Inferences / Draw Conclusions*
10. Ⓑ *Analyze Character*
11. Answers may vary but should include: *both a thesaurus and a hammer are tools a person can use to do a better job.*
12. Answers may vary but would likely include: *the title of the story, The Ponderous Brute, used very interesting words; saw a picture of a dinosaur that went with the story; she knew that Angie had a good imagination, which is helpful when writing stories.*

## Fundamental Math

- A collection of fundamental math worksheets to strengthen basic skills and build confidence in early mathematics.
- All worksheets included are accompanied by their answer key. Worksheets included are:
  - Printing Numbers
  - Numbers as Words (0-20)
  - Identify Place Value
  - Single-Digit Subtraction
  - Single-Digit Addition
  - Multiplication with Arrays
  - Multiplication Tables (2-5)
  - Multiplication Tables (6-9)
  - Dividing into Equal Groups
  - Division Tables 1-10

# Writing numbers 1 to 5

Grade 1 Numbers Worksheet

Trace and print the numbers.



1	2	3	4	5

## Numbers as words (0-20)

### Grade 1 Numbers Worksheet

Say the number words. Circle the correct number for each word.

eight	5	13	8
sixteen	16	6	19
fourteen	14	24	4
twenty	2	12	20
ten	9	10	2
three	3	6	9
thirteen	16	13	4
nineteen	9	16	19
eleven	11	12	1
twelve	12	11	1
nine	19	9	8
fifteen	15	1	5
eighteen	8	6	18
two	6	2	3
four	8	4	7
seventeen	11	17	18

## Answers

eight	5	13	8
sixteen	16	6	19
fourteen	14	24	4
twenty	2	12	20
ten	9	10	2
three	3	6	9
thirteen	16	13	4
nineteen	9	16	19
eleven	11	12	1
twelve	12	11	1
nine	19	9	8
fifteen	15	1	5
eighteen	8	6	18
two	6	2	3
four	8	4	7
seventeen	11	17	18

## Identifying place value

---

### Grade 1 Place Value Worksheet

**Example:** 53 = 5 tens

Determine the place value of the underlined digit.

1. 4 = \_\_\_\_\_

2. 69 = \_\_\_\_\_

3. 79 = \_\_\_\_\_

4. 6 = \_\_\_\_\_

5. 81 = \_\_\_\_\_

6. 3 = \_\_\_\_\_

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

8. 60 = \_\_\_\_\_

9. 5 = \_\_\_\_\_

10. 8 = \_\_\_\_\_

11. 40 = \_\_\_\_\_

12. 38 = \_\_\_\_\_

13. 72 = \_\_\_\_\_

14. 64 = \_\_\_\_\_

15. 61 = \_\_\_\_\_

16. 91 = \_\_\_\_\_

## Identifying place value

---

### Grade 1 Place Value Worksheet

**Example:** 53 = 5 tens

Determine the place value of the underlined digit.

1. 4 = 4 ones

2. 69 = 9 ones

3. 79 = 7 tens

4. 6 = 6 ones

5. 81 = 8 tens

6. 3 = 3 ones

7. 7 = 7 ones

8. 60 = 0 ones

9. 5 = 5 ones

10. 8 = 8 ones

11. 40 = 0 ones

12. 38 = 8 ones

13. 72 = 2 ones

14. 64 = 6 tens

15. 61 = 6 tens

16. 91 = 9 tens



## Single digit subtraction

---

### Grade 1 Subtraction Worksheet

Find the difference.

1)  $4 - 2 =$  \_\_\_\_\_

2)  $3 - 2 =$  \_\_\_\_\_

3)  $3 - 1 =$  \_\_\_\_\_

4)  $8 - 6 =$  \_\_\_\_\_

5)  $6 - 1 =$  \_\_\_\_\_

6)  $9 - 2 =$  \_\_\_\_\_

7)  $5 - 3 =$  \_\_\_\_\_

8)  $6 - 2 =$  \_\_\_\_\_

9)  $3 - 3 =$  \_\_\_\_\_

10)  $9 - 7 =$  \_\_\_\_\_

11)  $1 - 1 =$  \_\_\_\_\_

12)  $2 - 2 =$  \_\_\_\_\_

13)  $7 - 6 =$  \_\_\_\_\_

14)  $6 - 4 =$  \_\_\_\_\_

15)  $8 - 4 =$  \_\_\_\_\_

16)  $7 - 5 =$  \_\_\_\_\_

17)  $8 - 5 =$  \_\_\_\_\_

18)  $5 - 2 =$  \_\_\_\_\_

19)  $8 - 7 =$  \_\_\_\_\_

20)  $7 - 2 =$  \_\_\_\_\_

## Single digit subtraction

---

### Grade 1 Subtraction Worksheet

Find the difference.

1)  $4 - 2 = 2$  \_\_\_\_\_

2)  $3 - 2 = 1$  \_\_\_\_\_

3)  $3 - 1 = 2$  \_\_\_\_\_

4)  $8 - 6 = 2$  \_\_\_\_\_

5)  $6 - 1 = 5$  \_\_\_\_\_

6)  $9 - 2 = 7$  \_\_\_\_\_

7)  $5 - 3 = 2$  \_\_\_\_\_

8)  $6 - 2 = 4$  \_\_\_\_\_

9)  $3 - 3 = 0$  \_\_\_\_\_

10)  $9 - 7 = 2$  \_\_\_\_\_

11)  $1 - 1 = 0$  \_\_\_\_\_

12)  $2 - 2 = 0$  \_\_\_\_\_

13)  $7 - 6 = 1$  \_\_\_\_\_

14)  $6 - 4 = 2$  \_\_\_\_\_

15)  $8 - 4 = 4$  \_\_\_\_\_

16)  $7 - 5 = 2$  \_\_\_\_\_

17)  $8 - 5 = 3$  \_\_\_\_\_

18)  $5 - 2 = 3$  \_\_\_\_\_

19)  $8 - 7 = 1$  \_\_\_\_\_

20)  $7 - 2 = 5$  \_\_\_\_\_



## Adding 2 single-digit numbers

---

### Grade 1 Addition Worksheet

Find the sums

1)  $2 + 4 =$  \_\_\_\_\_ 8)  $2 + 5 =$  \_\_\_\_\_ 15)  $5 + 8 =$  \_\_\_\_\_

2)  $4 + 6 =$  \_\_\_\_\_ 9)  $3 + 2 =$  \_\_\_\_\_ 16)  $7 + 3 =$  \_\_\_\_\_

3)  $4 + 8 =$  \_\_\_\_\_ 10)  $3 + 7 =$  \_\_\_\_\_ 17)  $4 + 5 =$  \_\_\_\_\_

4)  $8 + 4 =$  \_\_\_\_\_ 11)  $3 + 1 =$  \_\_\_\_\_ 18)  $1 + 2 =$  \_\_\_\_\_

5)  $7 + 9 =$  \_\_\_\_\_ 12)  $8 + 6 =$  \_\_\_\_\_ 19)  $8 + 3 =$  \_\_\_\_\_

6)  $3 + 4 =$  \_\_\_\_\_ 13)  $9 + 9 =$  \_\_\_\_\_ 20)  $1 + 4 =$  \_\_\_\_\_

7)  $3 + 9 =$  \_\_\_\_\_ 14)  $5 + 6 =$  \_\_\_\_\_ 21)  $7 + 6 =$  \_\_\_\_\_



## Adding 2 single-digit numbers

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### Grade 1 Addition Worksheet

Find the sums

1)  $2 + 4 = 6$       8)  $2 + 5 = 7$       15)  $5 + 8 = 13$

2)  $4 + 6 = 10$       9)  $3 + 2 = 5$       16)  $7 + 3 = 10$

3)  $4 + 8 = 12$       10)  $3 + 7 = 10$       17)  $4 + 5 = 9$

4)  $8 + 4 = 12$       11)  $3 + 1 = 4$       18)  $1 + 2 = 3$

5)  $7 + 9 = 16$       12)  $8 + 6 = 14$       19)  $8 + 3 = 11$

6)  $3 + 4 = 7$       13)  $9 + 9 = 18$       20)  $1 + 4 = 5$

7)  $3 + 9 = 12$       14)  $5 + 6 = 11$       21)  $7 + 6 = 13$

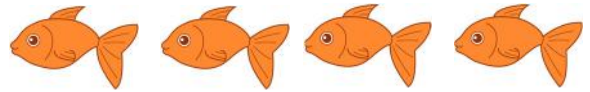
# Multiplication with arrays

## Grade 2 Multiplication Worksheet

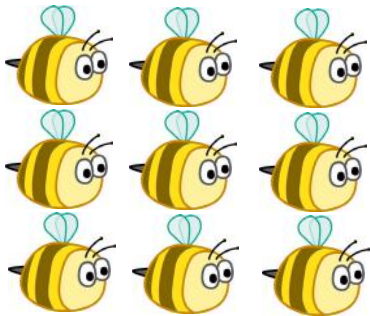
Complete the equations.



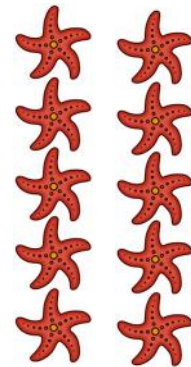
$$4 \times \boxed{2} = 8$$



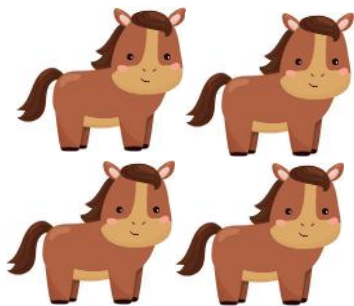
$$\boxed{\phantom{00}} \times 4 = 4$$



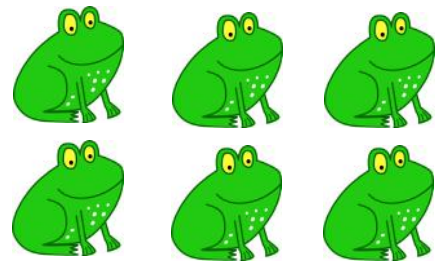
$$\boxed{\phantom{00}} \times 3 = 9$$



$$5 \times \boxed{\phantom{00}} = 10$$



$$\boxed{\phantom{00}} \times 2 = 4$$

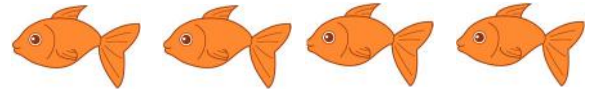


$$2 \times \boxed{\phantom{00}} = 6$$

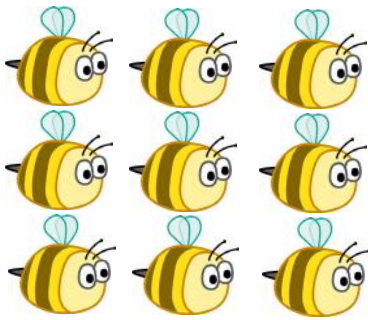
# Answers



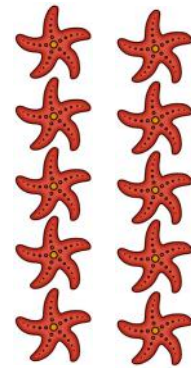
$$4 \times \boxed{2} = 8$$



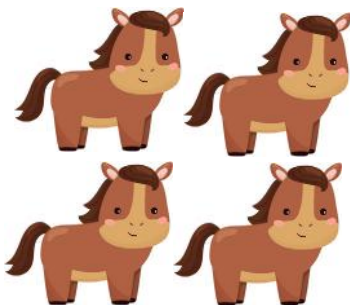
$$\boxed{1} \times 4 = 4$$



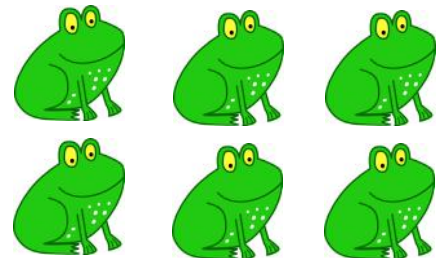
$$\boxed{3} \times 3 = 9$$



$$5 \times \boxed{2} = 10$$



$$\boxed{2} \times 2 = 4$$



$$2 \times \boxed{3} = 6$$



## Multiplication Tables - 2 to 5 practice

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $4 \times 4 =$  \_\_\_\_\_ 2.  $3 \times 2 =$  \_\_\_\_\_ 3.  $4 \times 2 =$  \_\_\_\_\_

4.  $3 \times 9 =$  \_\_\_\_\_ 5.  $5 \times 4 =$  \_\_\_\_\_ 6.  $2 \times 9 =$  \_\_\_\_\_

7.  $4 \times 11 =$  \_\_\_\_\_ 8.  $5 \times 12 =$  \_\_\_\_\_ 9.  $5 \times 1 =$  \_\_\_\_\_

10.  $2 \times 10 =$  \_\_\_\_\_ 11.  $5 \times 2 =$  \_\_\_\_\_ 12.  $4 \times 5 =$  \_\_\_\_\_

13.  $2 \times 4 =$  \_\_\_\_\_ 14.  $4 \times 6 =$  \_\_\_\_\_ 15.  $3 \times 10 =$  \_\_\_\_\_

16.  $5 \times 10 =$  \_\_\_\_\_ 17.  $2 \times 12 =$  \_\_\_\_\_ 18.  $4 \times 3 =$  \_\_\_\_\_

19.  $2 \times 8 =$  \_\_\_\_\_ 20.  $5 \times 3 =$  \_\_\_\_\_ 21.  $5 \times 7 =$  \_\_\_\_\_

22.  $3 \times 7 =$  \_\_\_\_\_ 23.  $3 \times 8 =$  \_\_\_\_\_ 24.  $3 \times 4 =$  \_\_\_\_\_

25.  $5 \times 5 =$  \_\_\_\_\_ 26.  $4 \times 1 =$  \_\_\_\_\_ 27.  $5 \times 11 =$  \_\_\_\_\_



## Multiplication Tables - 2 to 5 practice

---

### Grade 3 Multiplication Worksheet

Find the product.

1.  $4 \times 4 = \underline{16}$       2.  $3 \times 2 = \underline{6}$       3.  $4 \times 2 = \underline{8}$

4.  $3 \times 9 = \underline{27}$       5.  $5 \times 4 = \underline{20}$       6.  $2 \times 9 = \underline{18}$

7.  $4 \times 11 = \underline{44}$       8.  $5 \times 12 = \underline{60}$       9.  $5 \times 1 = \underline{5}$

10.  $2 \times 10 = \underline{20}$       11.  $5 \times 2 = \underline{10}$       12.  $4 \times 5 = \underline{20}$

13.  $2 \times 4 = \underline{8}$       14.  $4 \times 6 = \underline{24}$       15.  $3 \times 10 = \underline{30}$

16.  $5 \times 10 = \underline{50}$       17.  $2 \times 12 = \underline{24}$       18.  $4 \times 3 = \underline{12}$

19.  $2 \times 8 = \underline{16}$       20.  $5 \times 3 = \underline{15}$       21.  $5 \times 7 = \underline{35}$

22.  $3 \times 7 = \underline{21}$       23.  $3 \times 8 = \underline{24}$       24.  $3 \times 4 = \underline{12}$

25.  $5 \times 5 = \underline{25}$       26.  $4 \times 1 = \underline{4}$       27.  $5 \times 11 = \underline{55}$



## Multiplication Tables - 6 to 9 practice

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $9 \times 6 =$  \_\_\_\_\_ 2.  $7 \times 9 =$  \_\_\_\_\_ 3.  $9 \times 11 =$  \_\_\_\_\_

4.  $7 \times 3 =$  \_\_\_\_\_ 5.  $7 \times 11 =$  \_\_\_\_\_ 6.  $6 \times 8 =$  \_\_\_\_\_

7.  $8 \times 8 =$  \_\_\_\_\_ 8.  $6 \times 12 =$  \_\_\_\_\_ 9.  $6 \times 9 =$  \_\_\_\_\_

10.  $6 \times 5 =$  \_\_\_\_\_ 11.  $9 \times 5 =$  \_\_\_\_\_ 12.  $8 \times 11 =$  \_\_\_\_\_

13.  $6 \times 2 =$  \_\_\_\_\_ 14.  $7 \times 4 =$  \_\_\_\_\_ 15.  $6 \times 10 =$  \_\_\_\_\_

16.  $7 \times 8 =$  \_\_\_\_\_ 17.  $8 \times 6 =$  \_\_\_\_\_ 18.  $6 \times 6 =$  \_\_\_\_\_

19.  $9 \times 1 =$  \_\_\_\_\_ 20.  $6 \times 7 =$  \_\_\_\_\_ 21.  $9 \times 12 =$  \_\_\_\_\_

22.  $9 \times 7 =$  \_\_\_\_\_ 23.  $7 \times 10 =$  \_\_\_\_\_ 24.  $7 \times 12 =$  \_\_\_\_\_

25.  $9 \times 4 =$  \_\_\_\_\_ 26.  $7 \times 2 =$  \_\_\_\_\_ 27.  $8 \times 9 =$  \_\_\_\_\_



## Multiplication Tables - 6 to 9 practice

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### Grade 3 Multiplication Worksheet

Find the product.

1.  $9 \times 6 = \underline{54}$       2.  $7 \times 9 = \underline{63}$       3.  $9 \times 11 = \underline{99}$

4.  $7 \times 3 = \underline{21}$       5.  $7 \times 11 = \underline{77}$       6.  $6 \times 8 = \underline{48}$

7.  $8 \times 8 = \underline{64}$       8.  $6 \times 12 = \underline{72}$       9.  $6 \times 9 = \underline{54}$

10.  $6 \times 5 = \underline{30}$       11.  $9 \times 5 = \underline{45}$       12.  $8 \times 11 = \underline{88}$

13.  $6 \times 2 = \underline{12}$       14.  $7 \times 4 = \underline{28}$       15.  $6 \times 10 = \underline{60}$

16.  $7 \times 8 = \underline{56}$       17.  $8 \times 6 = \underline{48}$       18.  $6 \times 6 = \underline{36}$

19.  $9 \times 1 = \underline{9}$       20.  $6 \times 7 = \underline{42}$       21.  $9 \times 12 = \underline{108}$

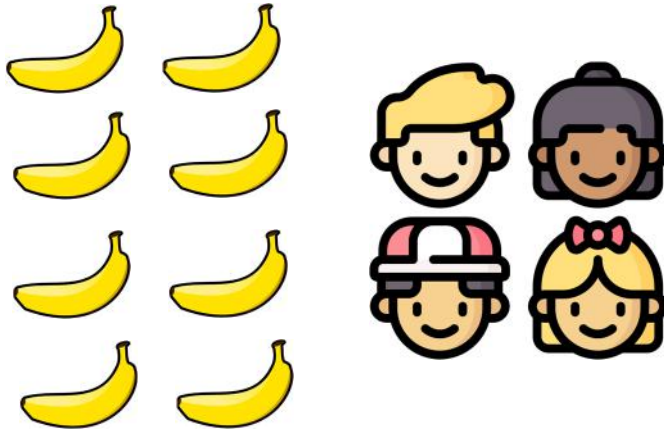
22.  $9 \times 7 = \underline{63}$       23.  $7 \times 10 = \underline{70}$       24.  $7 \times 12 = \underline{84}$

25.  $9 \times 4 = \underline{36}$       26.  $7 \times 2 = \underline{14}$       27.  $8 \times 9 = \underline{72}$

# Dividing into equal groups

## Grade 3 Division Worksheet

Divide the food between the kids & write the division equation.



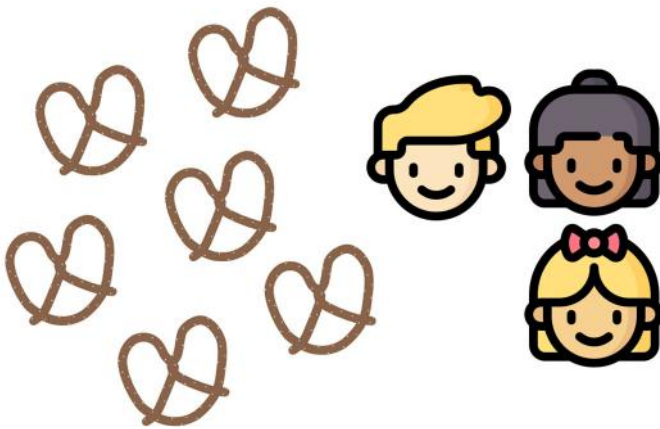
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

How many bananas does each kid get?           



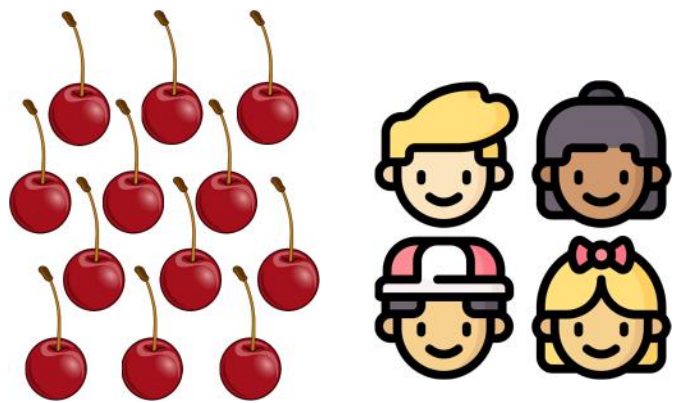
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

How many muffins does each kid get?           



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

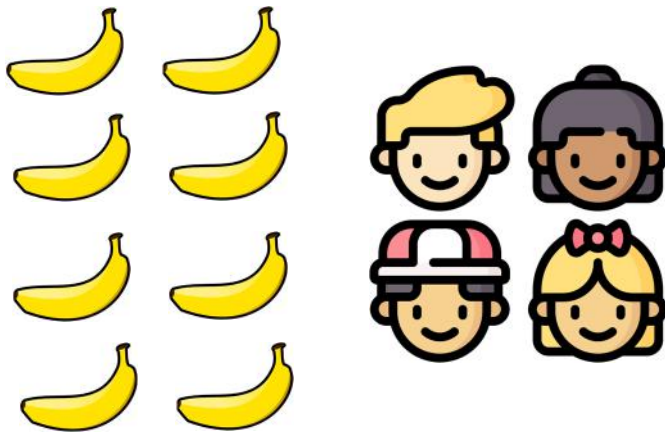
How many pretzels does each kid get?           



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

How many cherries does each kid get?

# Answers



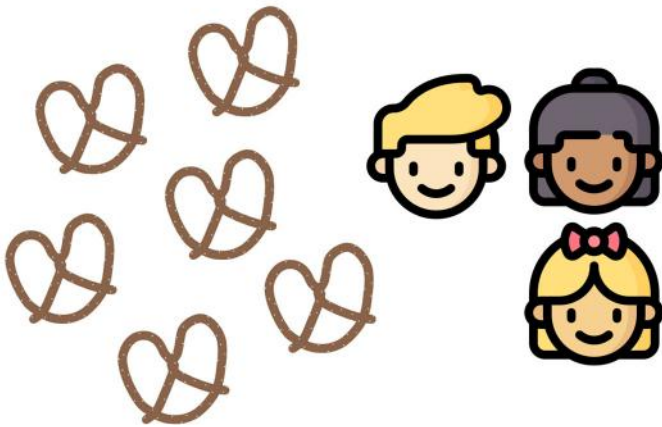
$$8 \div 4 = 2$$

How many bananas does each kid get? **2**



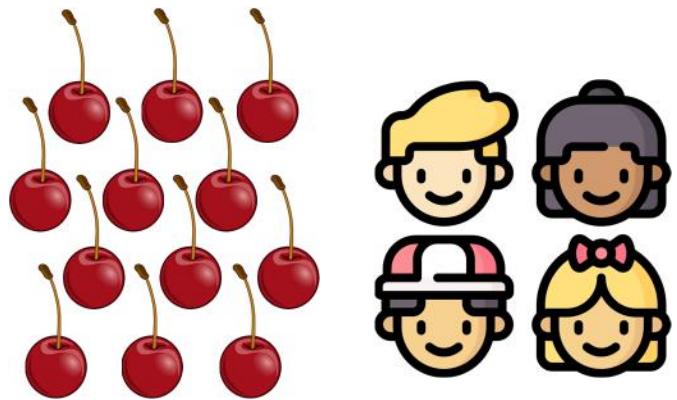
$$6 \div 2 = 3$$

How many muffins does each kid get? **3**



$$6 \div 3 = 2$$

How many pretzels does each kid get? **2**



$$12 \div 4 = 3$$

How many cherries does each kid get? **3**



## Division Facts: Dividing by 1 - 10

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### Grade 3 Division Worksheet

Find the quotient.

1.  $12 \div 4 =$  \_\_\_\_\_ 2.  $6 \div 6 =$  \_\_\_\_\_ 3.  $49 \div 7 =$  \_\_\_\_\_

4.  $16 \div 8 =$  \_\_\_\_\_ 5.  $18 \div 6 =$  \_\_\_\_\_ 6.  $48 \div 6 =$  \_\_\_\_\_

7.  $42 \div 7 =$  \_\_\_\_\_ 8.  $1 \div 1 =$  \_\_\_\_\_ 9.  $35 \div 7 =$  \_\_\_\_\_

10.  $28 \div 7 =$  \_\_\_\_\_ 11.  $7 \div 1 =$  \_\_\_\_\_ 12.  $40 \div 10 =$  \_\_\_\_\_

13.  $42 \div 6 =$  \_\_\_\_\_ 14.  $72 \div 9 =$  \_\_\_\_\_ 15.  $50 \div 10 =$  \_\_\_\_\_

16.  $12 \div 2 =$  \_\_\_\_\_ 17.  $18 \div 3 =$  \_\_\_\_\_ 18.  $5 \div 1 =$  \_\_\_\_\_

19.  $2 \div 2 =$  \_\_\_\_\_ 20.  $72 \div 8 =$  \_\_\_\_\_ 21.  $25 \div 5 =$  \_\_\_\_\_

22.  $18 \div 2 =$  \_\_\_\_\_ 23.  $54 \div 9 =$  \_\_\_\_\_ 24.  $20 \div 10 =$  \_\_\_\_\_

25.  $24 \div 3 =$  \_\_\_\_\_ 26.  $15 \div 3 =$  \_\_\_\_\_ 27.  $56 \div 8 =$  \_\_\_\_\_



## Division Facts: Dividing by 1 - 10

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### Grade 3 Division Worksheet

Find the quotient.

1.  $12 \div 4 = \underline{3}$       2.  $6 \div 6 = \underline{1}$       3.  $49 \div 7 = \underline{7}$

4.  $16 \div 8 = \underline{2}$       5.  $18 \div 6 = \underline{3}$       6.  $48 \div 6 = \underline{8}$

7.  $42 \div 7 = \underline{6}$       8.  $1 \div 1 = \underline{1}$       9.  $35 \div 7 = \underline{5}$

10.  $28 \div 7 = \underline{4}$       11.  $7 \div 1 = \underline{7}$       12.  $40 \div 10 = \underline{4}$

13.  $42 \div 6 = \underline{7}$       14.  $72 \div 9 = \underline{8}$       15.  $50 \div 10 = \underline{5}$

16.  $12 \div 2 = \underline{6}$       17.  $18 \div 3 = \underline{6}$       18.  $5 \div 1 = \underline{5}$

19.  $2 \div 2 = \underline{1}$       20.  $72 \div 8 = \underline{9}$       21.  $25 \div 5 = \underline{5}$

22.  $18 \div 2 = \underline{9}$       23.  $54 \div 9 = \underline{6}$       24.  $20 \div 10 = \underline{2}$

25.  $24 \div 3 = \underline{8}$       26.  $15 \div 3 = \underline{5}$       27.  $56 \div 8 = \underline{7}$