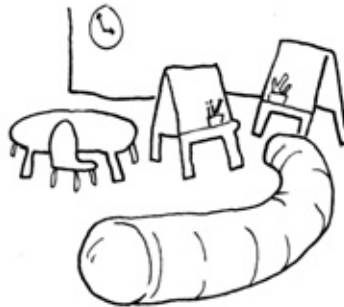
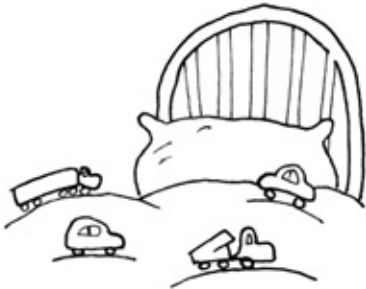


Name _____

1.



2.



3.

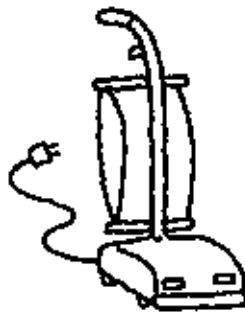
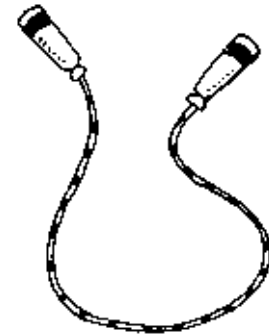
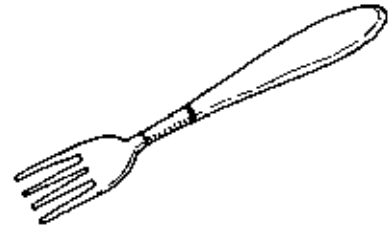
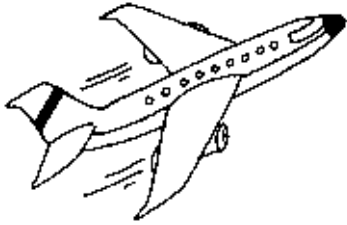
Comprehension: Character, Setting, Plot

Look at the pictures about *When Daddy's Truck Picks Me Up*.

1. Circle the character who is picking the boy up from school.
2. Circle the setting that Daddy is in during most of the story.
3. Write about why Daddy is late.



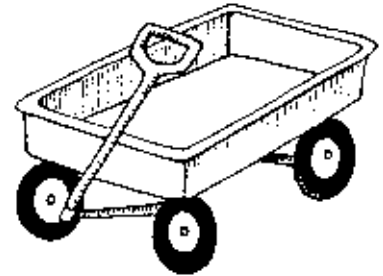
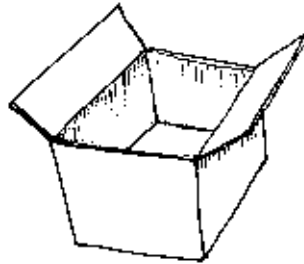
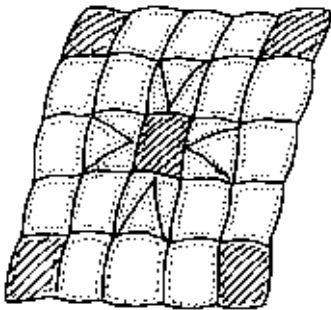
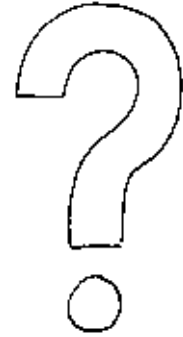
Name _____



Phonemic Awareness: /j/

Say the name of each picture. Put a marker on each picture if its name begins with the /j/ sound.

Name _____



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Phonemic Awareness: /kw/

Say the name of each picture. Put a marker on each picture if its name begins with the /kw/ sound.



Name _____



1.



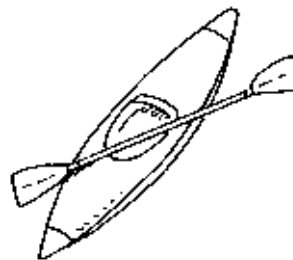
j



2.



3.



4.





Phonics: /j/j


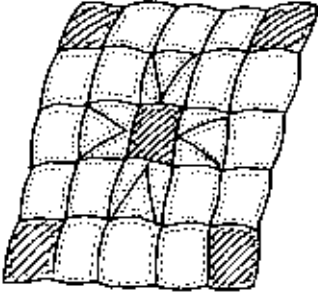
Say the name of each picture. Write the letter *j* next to each picture whose name begins with the /j/ sound.

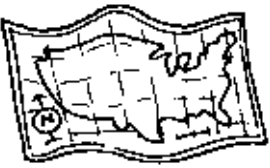



Name _____

1.   

2.  

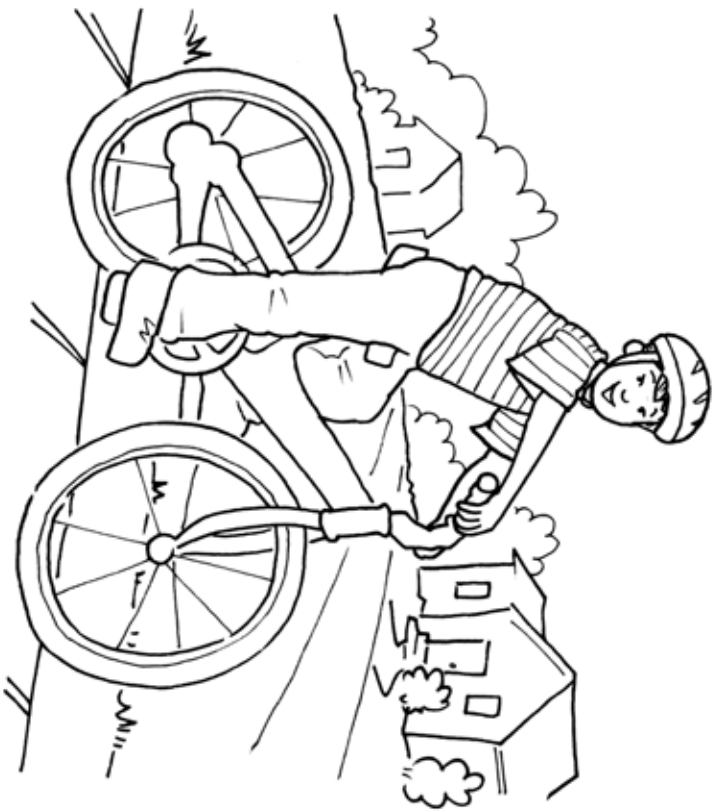
3.  

4.  

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Phonics: /kw/qu
 Say the name of each picture. Write the letters *qu* next to each picture whose name begins with the /kw/ sound.

Name _____

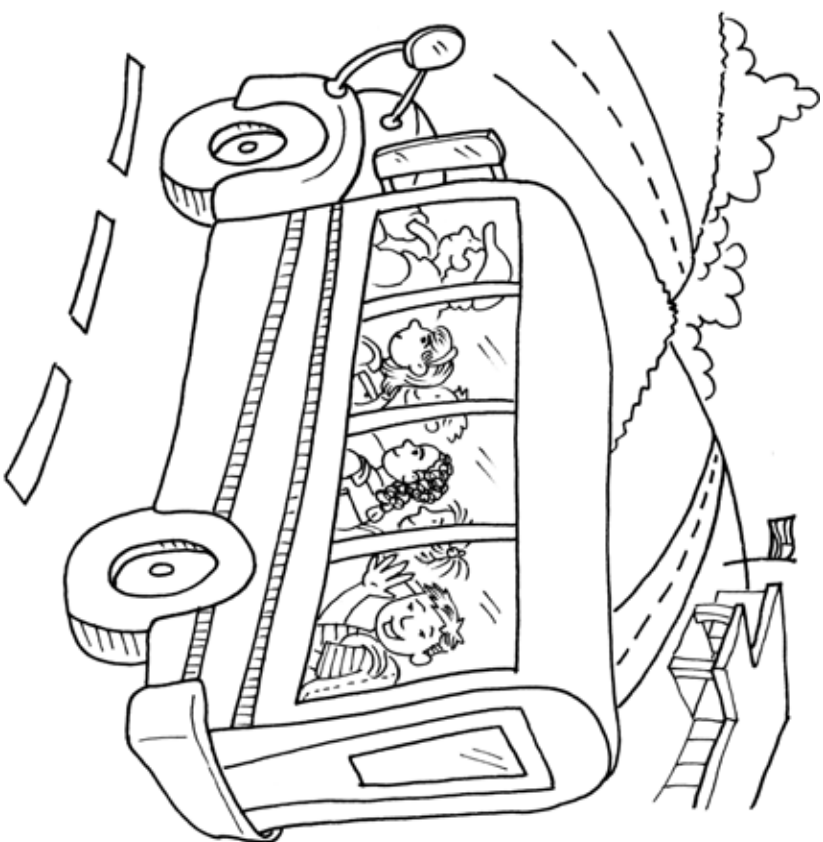


Can you see me?

Here I am!

Copyright © McGraw-Hill Education

Here I Am!



Can you see me?

Here I am on the bus.

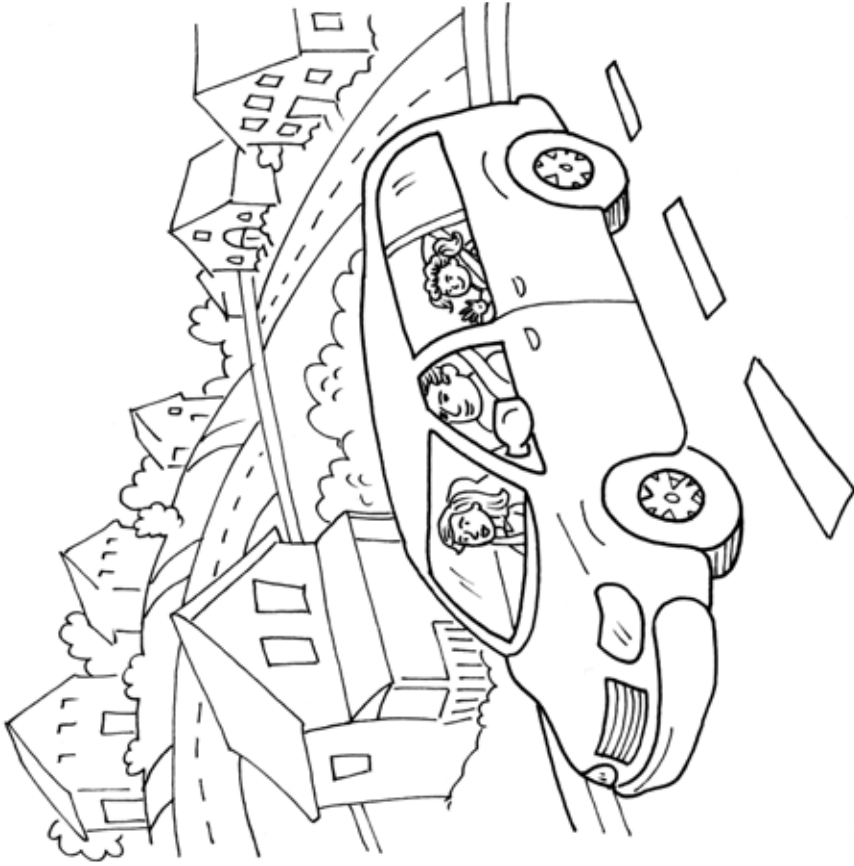
Copyright © McGraw-Hill Education

High Frequency Words: here, me
Read the book aloud to a partner. Reread for fluency.

4

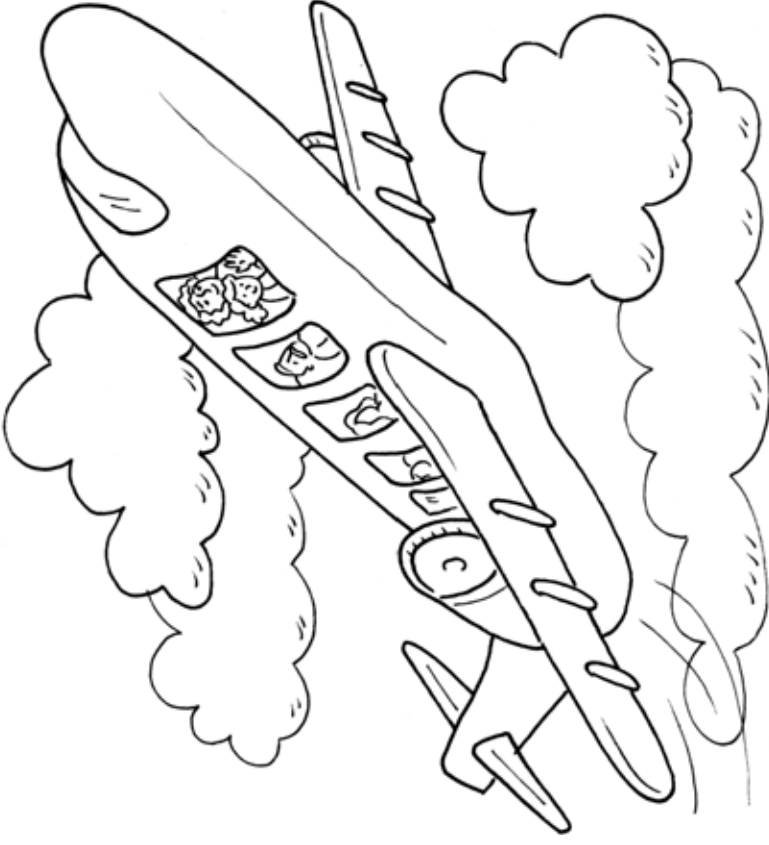
Unit 8: From Here to There • Week 1

1



Can you see me?

Here I am in a van.



Can you see me?

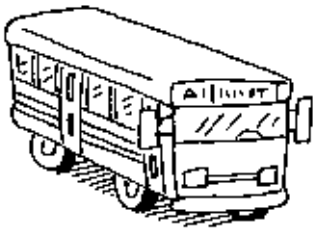
Here I am in a jet.

Name _____

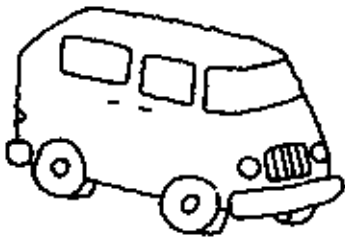
1.



2.



3.



Category Words: Vehicles

Put a marker on each picture that shows a vehicle. Name each vehicle. Tell which ones you have ridden in.



Name _____



1.

2.

3.

4.

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Handwriting: *Jj, Qu, qu*

Trace and write each capital letter *J* and each lowercase letter *j*.

Then trace and write the letters *Qu* and the letters *qu*.



Name _____

Topic: _____

Key Details:

1. _____

2. _____

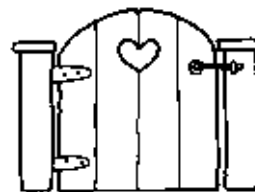
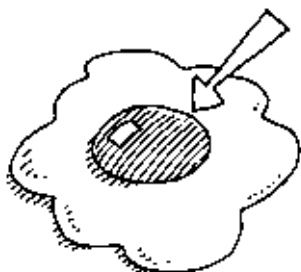
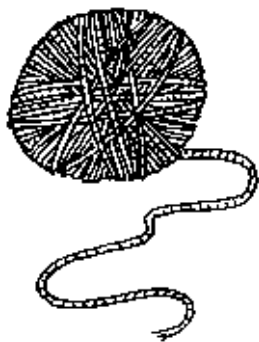
3. _____

Comprehension: Main Topic and Key Details

Reread *Ana Goes to Washington, D.C.* Write the main topic to tell what it is about. Write key details to tell more about the topic.



Name _____

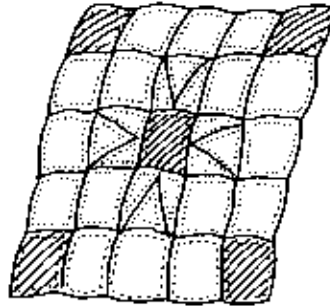
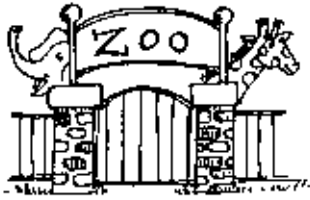


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Phonemic Awareness: /y/

Say the name of each picture. Put a marker on each picture if its name begins with the /y/ sound.

Name _____



O



Copyright © McGraw-Hill Education




Phonemic Awareness: /z/



Say the name of each picture. Put a marker on each picture if its name begins with the /z/ sound.






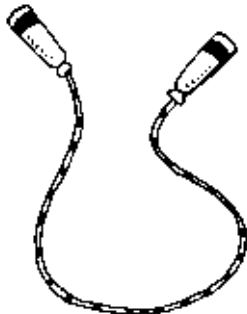
Name _____



1.   

2.  

3.  

4.  

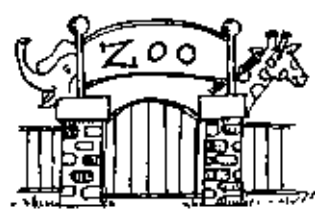
Phonics: /y/y

Say the name of each picture. Write the letter y next to each picture whose name begins with the /y/ sound.



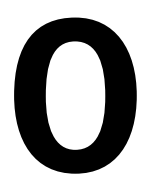
Name _____

1.



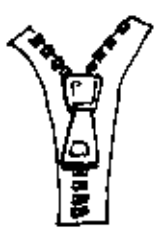


2.





3.





4.



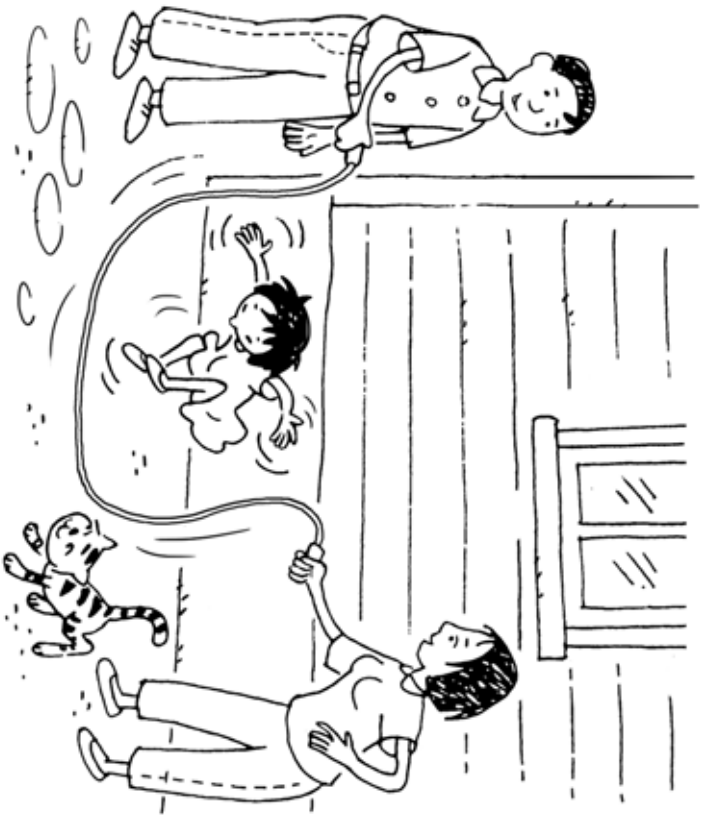


Phonics: /z/z

Say the name of each picture. Write the letter z next to each picture whose name begins with the /z/ sound.

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Name _____



“We can do this!”

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What Can You Do?



“This is for you.”

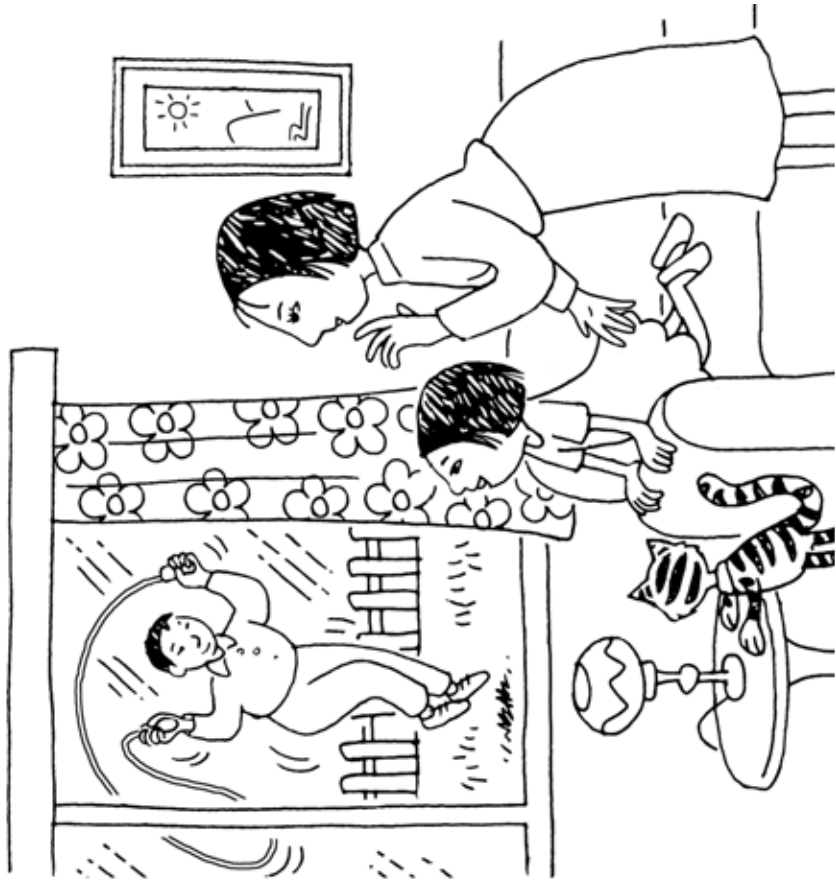
“What can you do?”

High Frequency Words: *this, what*
Read the book aloud to a partner. Reread for fluency.

4

Unit 8: From Here to There • Week 2

1



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“I can do this,” said Dad.

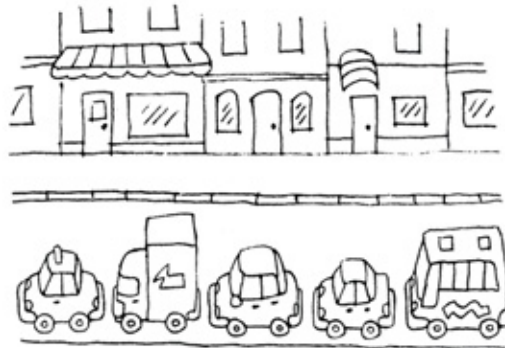
“What can we do?”

Name _____

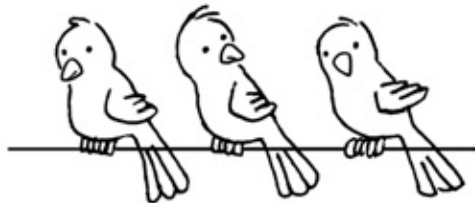
1.



2.



3.



Category Words: Ordinal Numbers

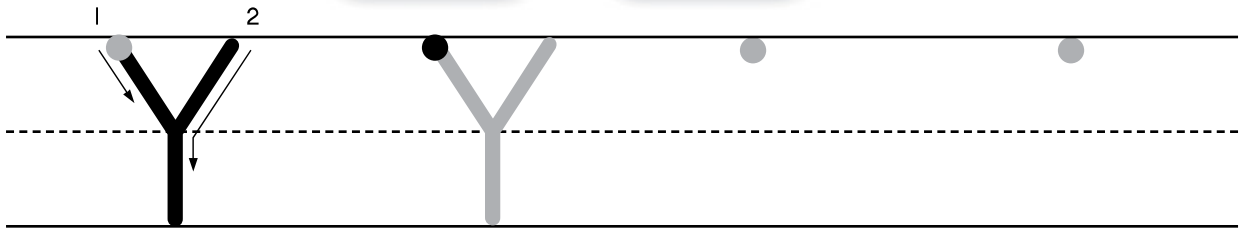
1. Put a marker on the child in the second location.
 2. Put a marker on the vehicle in the fifth location.
 3. Put a marker on the bird in the first location.
- Tell a partner about why you circled each picture.
Use the words *first*, *second*, *third*, *fourth*, or *fifth*.



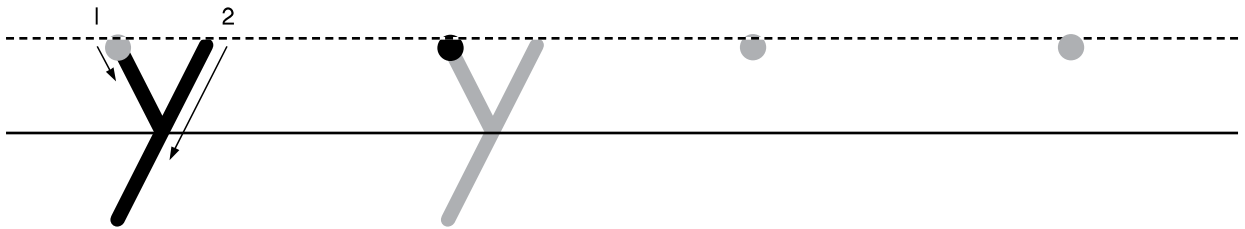
Name _____



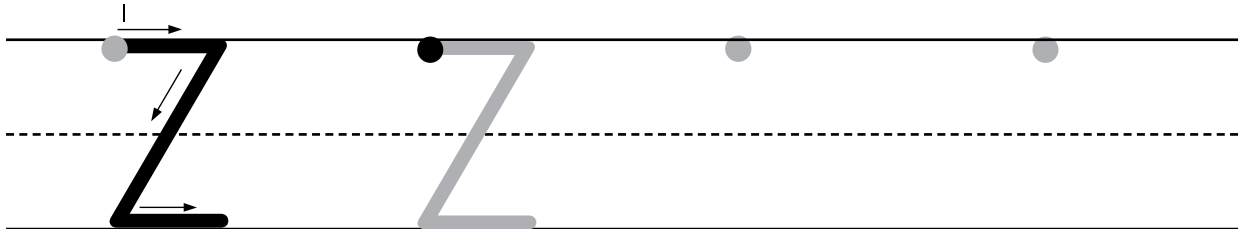
1.



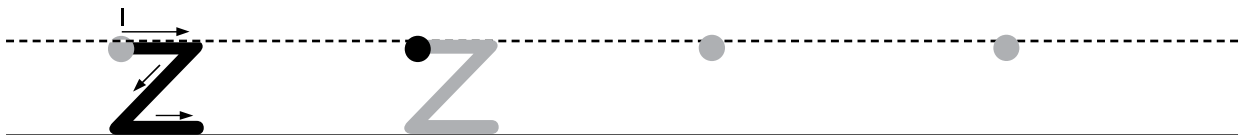
2.



3.



4.



Handwriting: Yy, Zz

Trace and write each capital letter Y and each lowercase letter y.

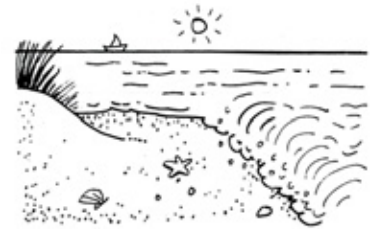
Then trace and write each capital letter Z and each lowercase letter z.

Name _____

1.



2.



3.

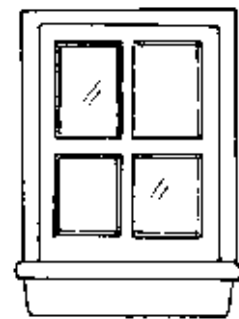
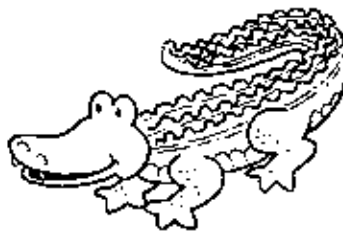
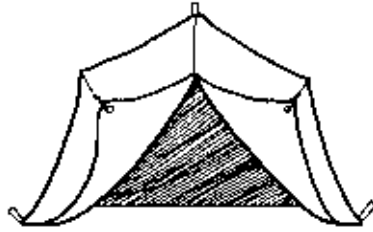
Comprehension: Character, Setting, Plot

Look at the pictures about *Bringing Down the Moon*.

1. Circle the picture that shows the character who wants the moon.
2. Circle the picture that shows the setting from the story.
3. Write about what Mole does to try to pull down the moon.



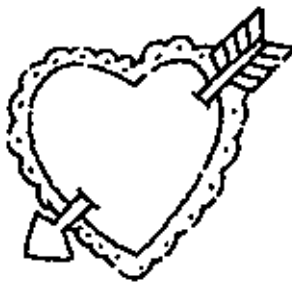
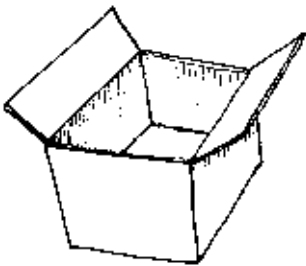
Name _____



Review Phonics: /u/u, /g/g, /w/w

Say the name of each picture. Put a marker on each picture if its name begins with the letter *u*, *g*, or *w*.

Name _____



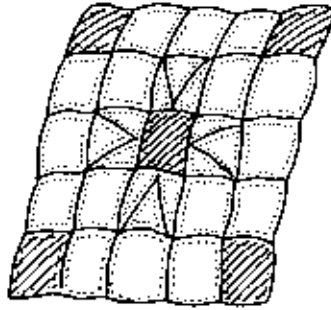
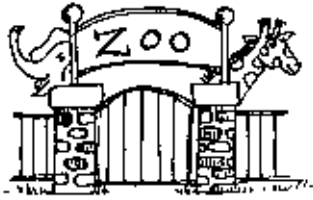
Copyright © McGraw-Hill Education

Review Phonics: /ks/x, /v/v, /j/j

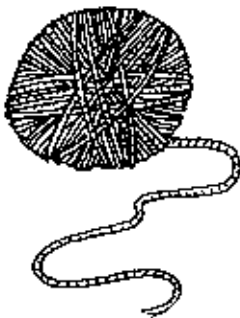
Say the name of each picture. Put a marker on each picture if its name ends with the letter x. Then put a marker on each picture if it begins with the letter v or j.



Name _____



O



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Review Phonics: /kw/qu, /y/y, /z/z

Say the name of each picture. Put a marker on each picture if its name begins with the letters *qu*, *y*, or *z*.



Name _____

The path is a winding ribbon shape divided into several sections. Starting from the bottom right and moving towards the top left, the sections contain the following:

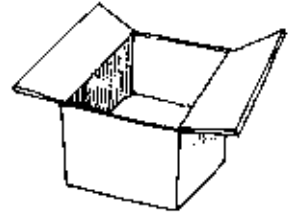
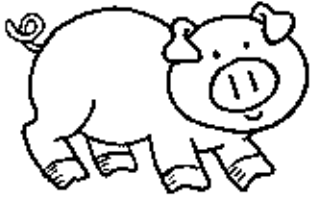
- Start** (with a tree illustration)
- U** (with a king illustration)
- U** (with a jar illustration)
- G** (with a ball of yarn illustration)
- W** (with a rabbit illustration)
- V** (with a spider illustration)
- J** (with a plant illustration)
- Q** (with a spider illustration)
- Y** (with a plant illustration)
- Z** (with a bird illustration)
- End** (with a cloud illustration)

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Phonics Review Game: /u/u, /g/g, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z
 Place a marker on "Start." Move your marker from square to square. When you land on a picture, say the name of the picture and the letter it begins with. If you land on a letter, say a word that begins with that letter. When you reach "End," play again and think of new words.



Name _____



g

x

Phonics Review Game: /g/g, /ks/x

Say the name of each picture. Draw lines to connect the pictures to the letters they end with.

Name _____



“I see me!” said Kit.

They have a lot of fun.

Review High Frequency Words: *they, have, want, said, this, what, here, for, of, me*
Read the book aloud to a partner. Reread for fluency.

4

Unit 8: From Here to There • Week 3

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Jim and Kit

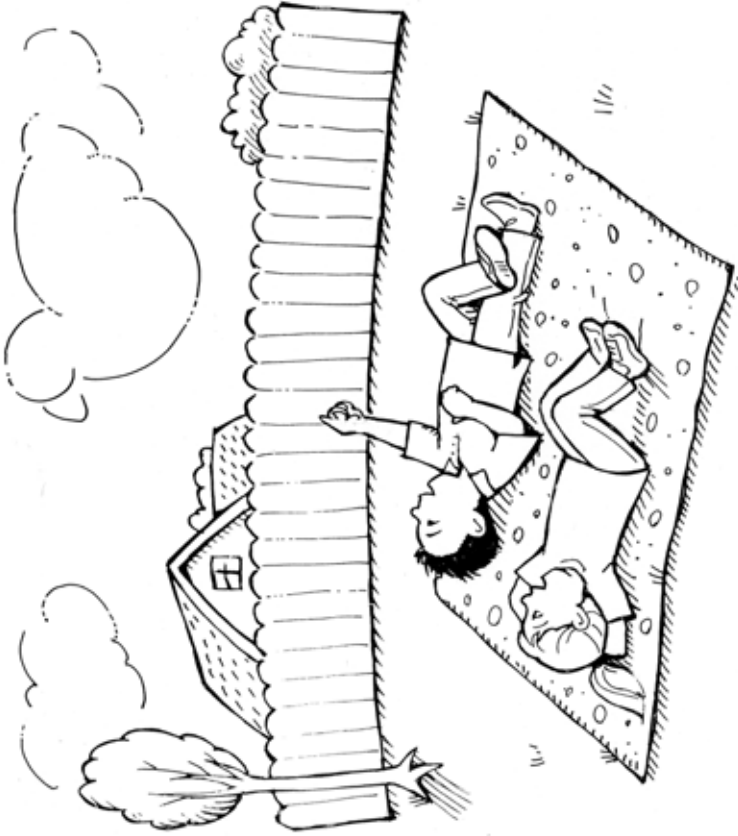


“Here it is!” said Jim.

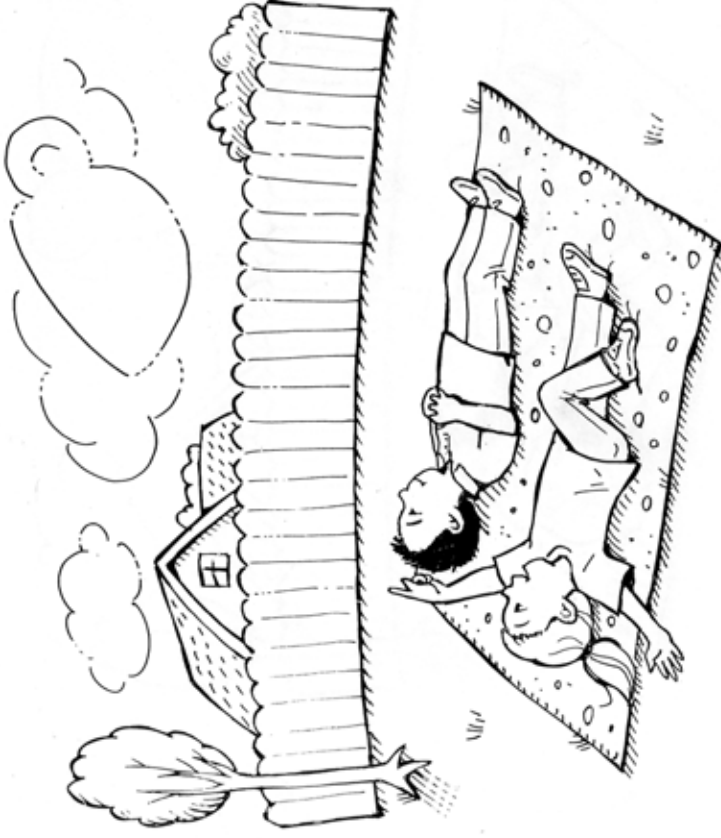
“Do you want to sit?”

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1



Copyright © McGraw-Hill Education



“What do you see?”

“I see a hen.”

“This is a little cup!”

“It is for you to sip!”



Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines on the page.

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Writing Fluency

Have children reread *Jim and Kit*. On their own, have children write for five minutes as much as they can, as well as they can, about what Jim and Kit do in the story. Have children review their writing.



Name _____

gum jug web

1.



gum

2.



3.



Review Phonics: Blending

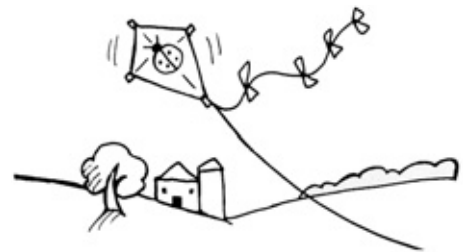
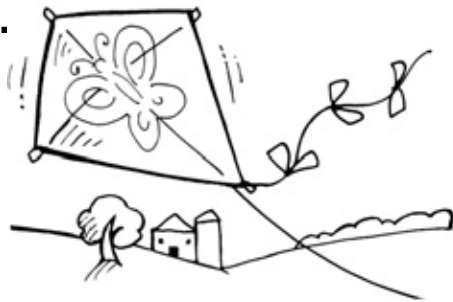
Blend the sounds and say the word. Write the word.
Repeat the word.

Name _____

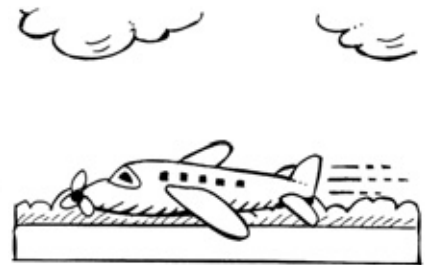
1.



2.



3.



Category Words: Opposites

Find the two opposites in each row and put markers on them.
Tell about the opposites. Say the opposite words.



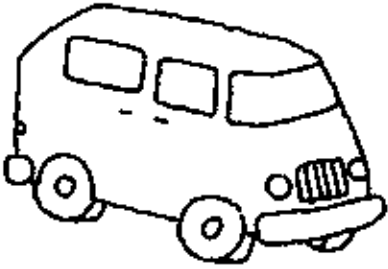
Name _____

1.



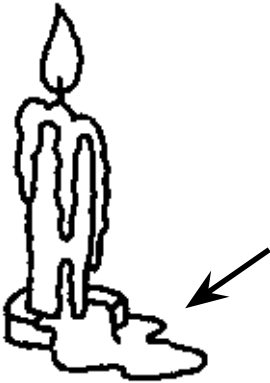
jug

2.



van

3.



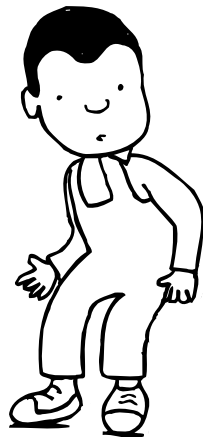
wax

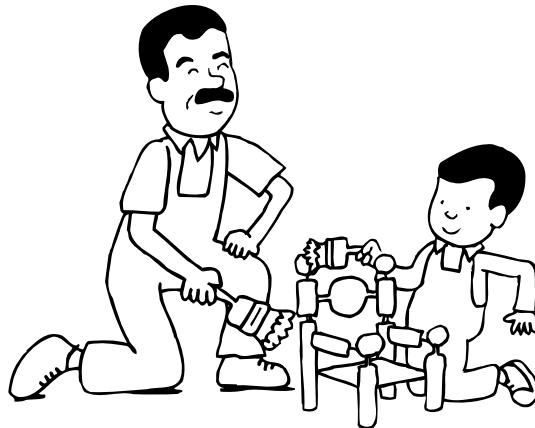
Handwriting Review

Say each picture name. Then say each word as you trace it and write it. Read each word to a partner.

Name _____







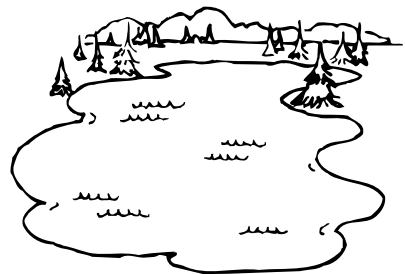
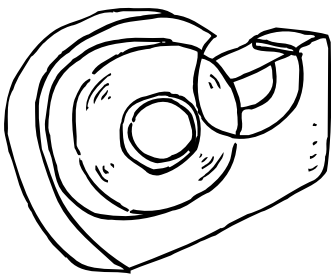
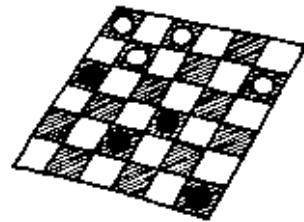
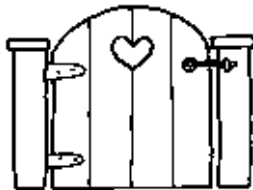
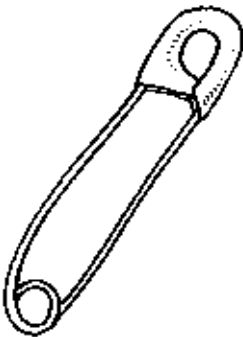
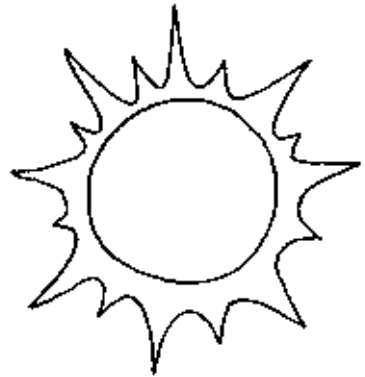
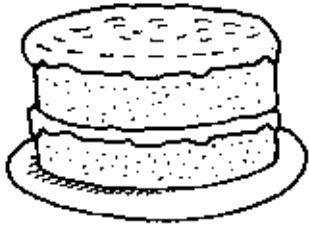
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Comprehension: Character, Setting, Plot

The pictures show character, setting, and plot from *Peter's Chair*. Write *C* for *character* next to the picture that shows the main character in the story. Write *S* for *setting* next to the picture that shows where the story happens. Write *P* for *plot* next to the picture that shows something that happens during the story.



Name _____

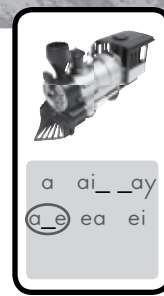


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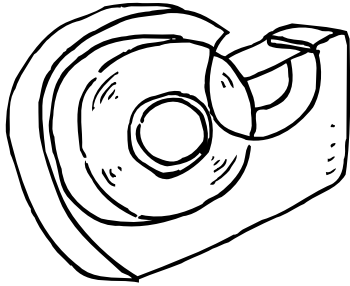
Phonemic Awareness: /ā/

Say the name of each picture. Put a marker on each picture if its name has the /ā/ sound.

Name _____

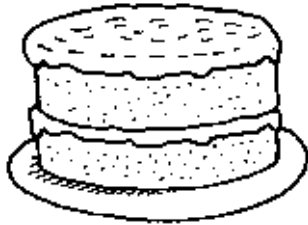


1.



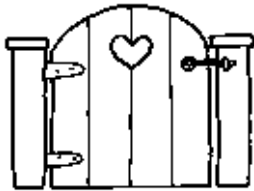
t a p e

2.



c k

3.



g t

4.



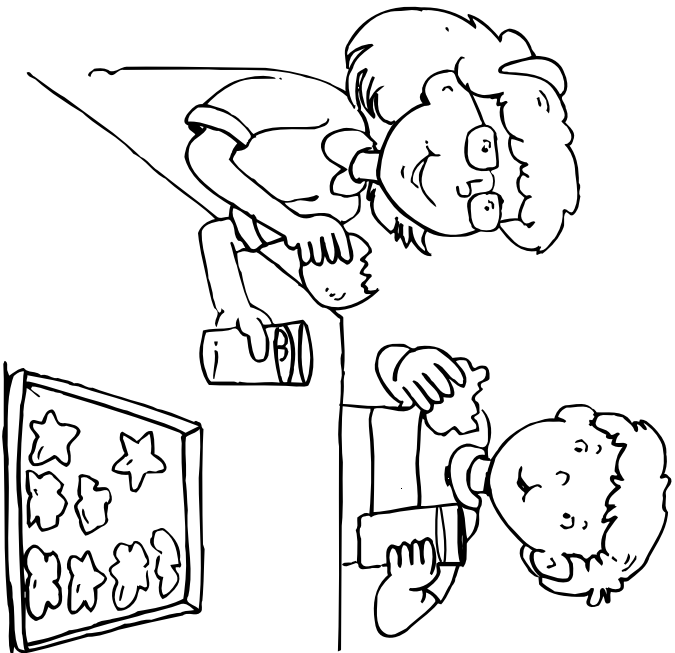
v s

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Phonics: /ā/a_e

Say each picture name. Then write the letters that stand for long *a* in each picture name.

Name _____



“I like to help!”

“I like to help, too!”

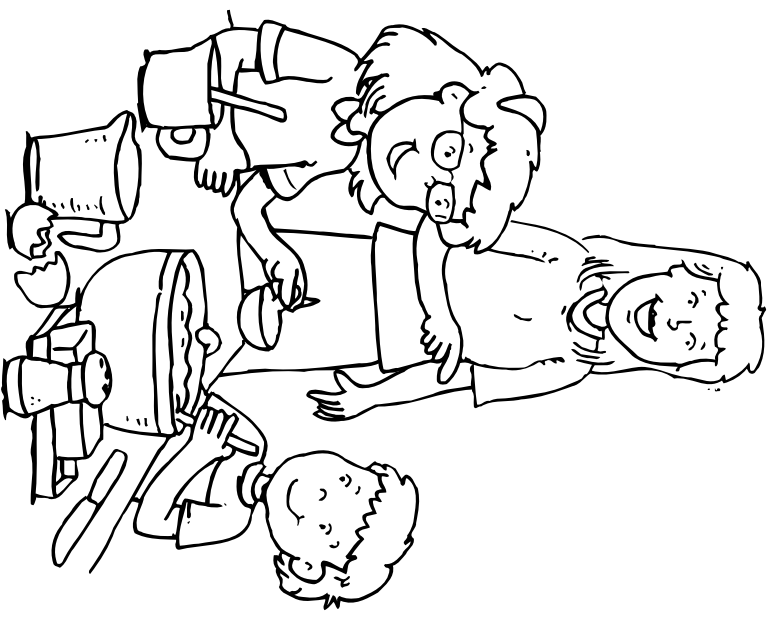
High Frequency Words: help, too
Read the book aloud to a partner. Reread for fluency.

4

Unit 9: How Things Change • Week 1

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I Want to Help!

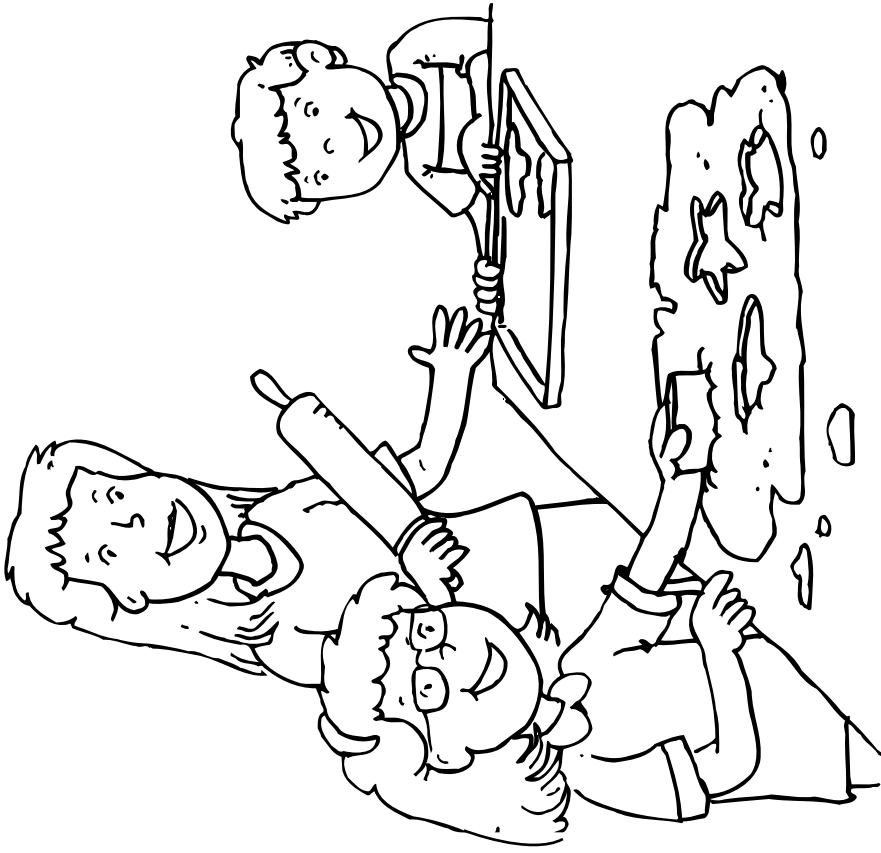


Pam can help mix.

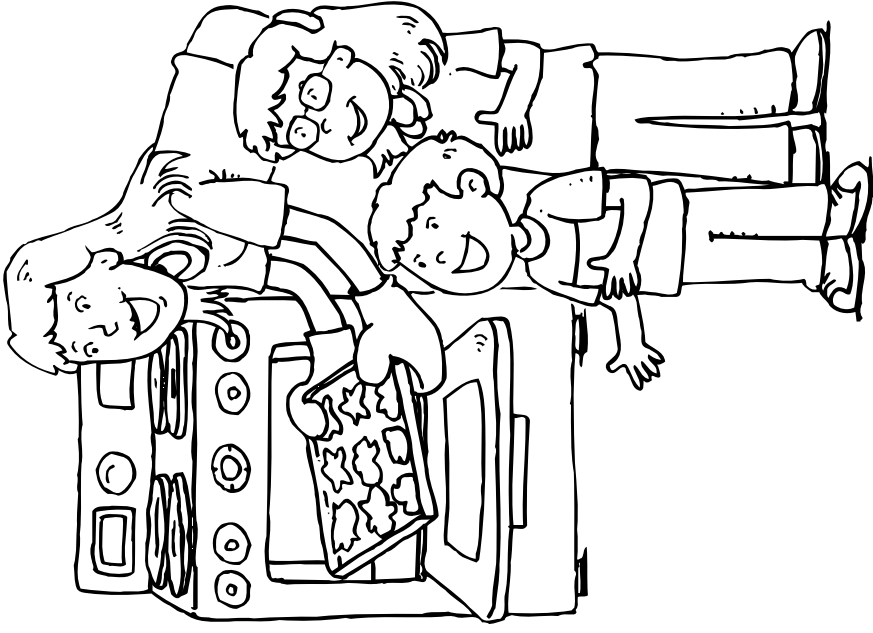
Mack can mix, too.

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1



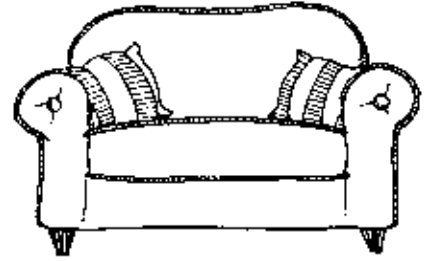
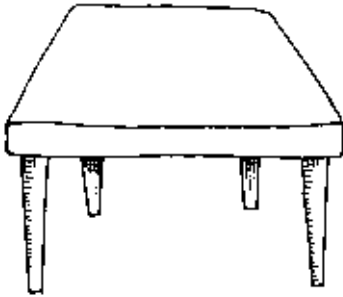
Pam can help cut.
Mack can cut, too.



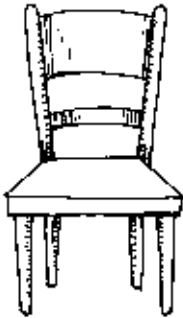
Mom can help bake it.
“Can we help?”

Name _____

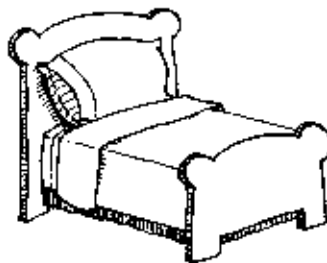
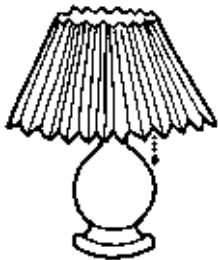
1.



2.



3.

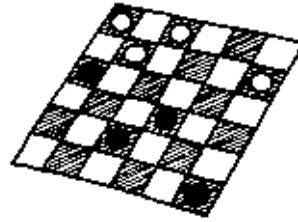
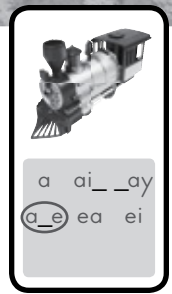


Category Words: Household Furniture

Put a marker on each picture that shows a piece of furniture. Name each piece of furniture. Tell what you can do with each one.

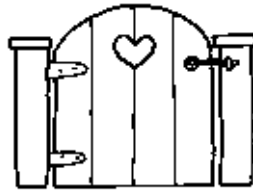


Name _____



1. It is a game.

2. _____



3. It is a gate.

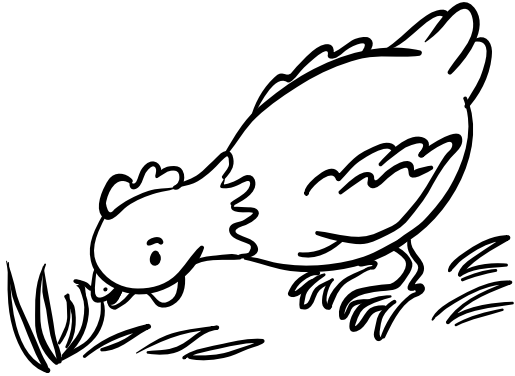
4. _____

Handwriting: Sentences with /ā/a_e
Say each word as you trace it and write it. Then read each sentence to a partner.

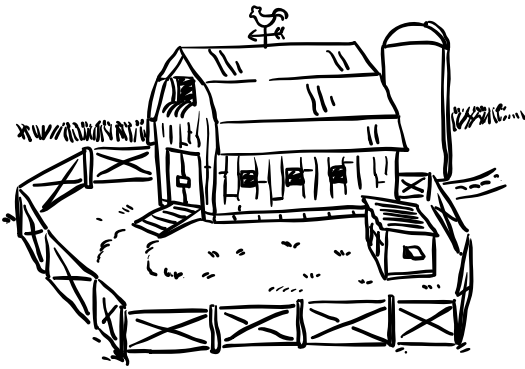
Name _____



1.



2.



3.

Comprehension: Character, Setting, Plot

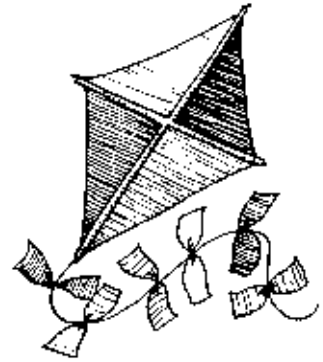
Look at the pictures about *Hen Hears Gossip*.

1. Circle the picture that shows the character who loves to gossip.
2. Circle the picture that shows where the story happens.
3. Write about what really happened to Cow.

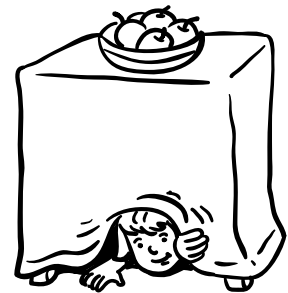
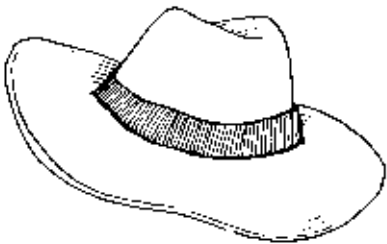
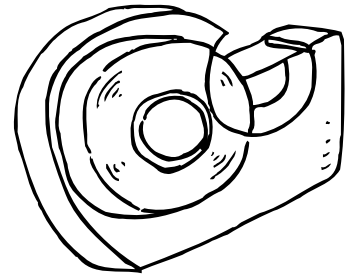


Name _____

9



5



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Phonemic Awareness: /ī/

Say the name of each picture. Put a marker on each picture if its name has the /ī/ sound.

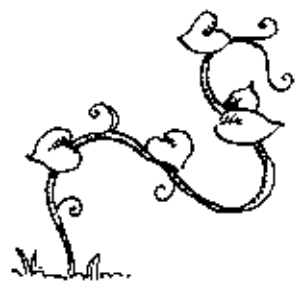


5

i y i_e
igh ie

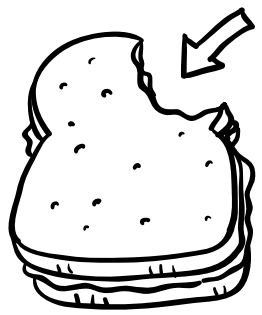
Name _____

1.



v i n e

2.



b t

3.



f v

4.



b k

Phonics: /ī/i_e

Say the name of each picture. Then write the letters that stand for long i in each picture name.

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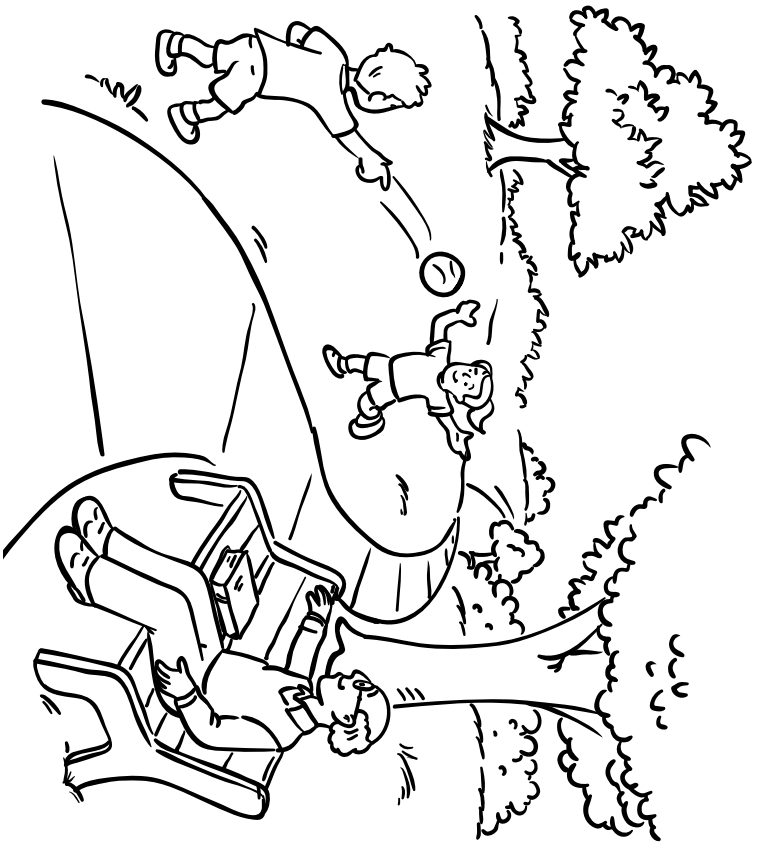
Name _____

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

Writing Fluency

Have children reread *We Can Play!* On their own, have children write for five minutes as much, and as well as they can, about what the characters in the story do. Have children review their writing.

Name _____



They can play here!

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High Frequency Words: *play, has*
Read the book aloud to a partner. Reread for fluency.

4

Unit 9: How Things Change • Week 2

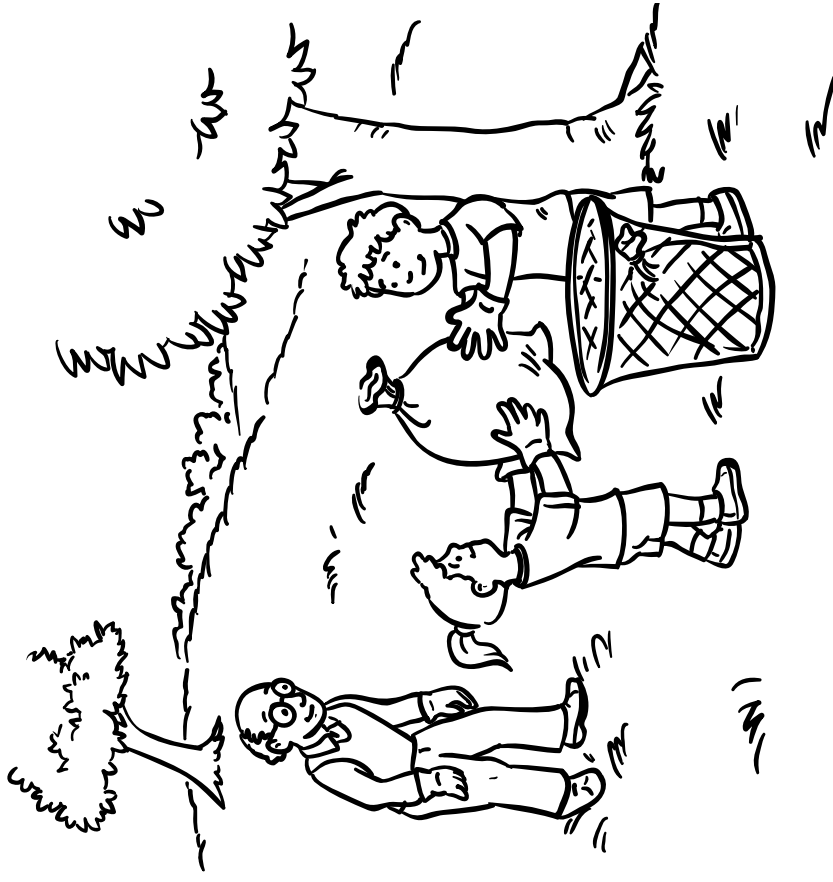
We can play!



We can not play here.

Copyright © McGraw-Hill Education

1



Copyright © McGraw-Hill Education



Copyright © McGraw-Hill Education

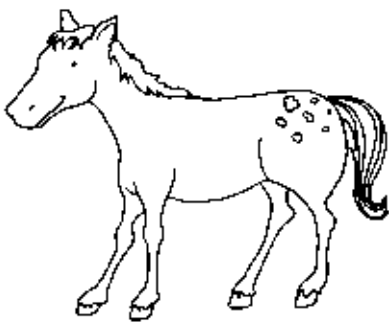
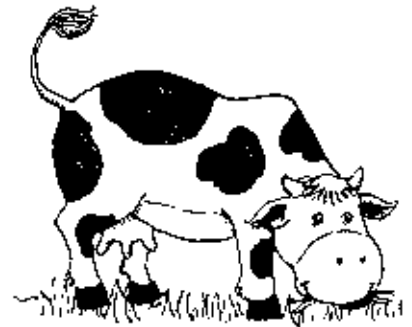
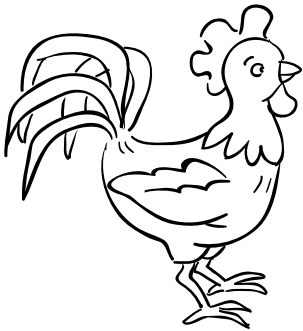
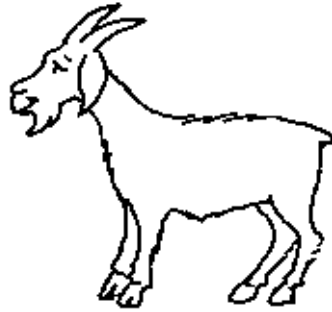
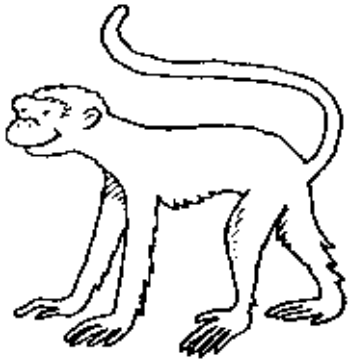
We can help.

He has a big sack.

She has a big sack, too.

We put the sack in a bin.

Name _____



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Category Words: Farm Animals

Put a marker on each picture that shows a farm animal. Name each farm animal and make the sound it makes.



Name _____

5

i y ie
igh ie



1. I like Mike.

2. _____

5

3. He is five.

4. _____

Handwriting: Sentences with /ī/i_e

Say each word as you trace it and write it. Then read each sentence to a partner.

Name _____

1.



2.



3.



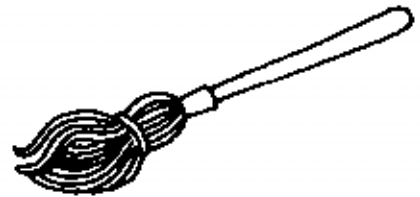
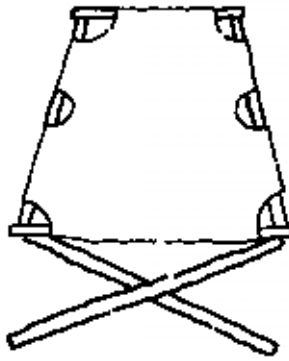
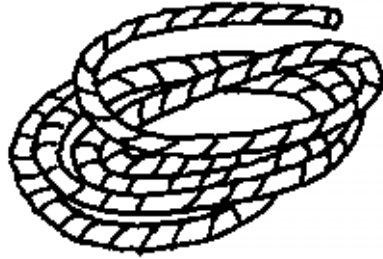
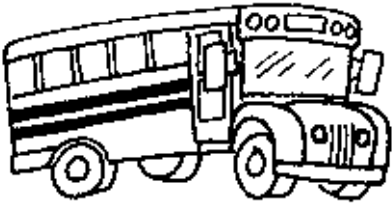
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Comprehension: Connections Within Text

The pictures show the steps a baker uses to make bread. Think about the steps in the order they happen. Write 1, 2, or 3 next to the picture that matches the order. Talk with a partner about each step.



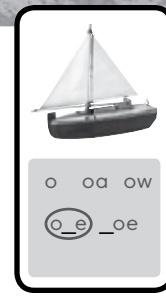
Name _____



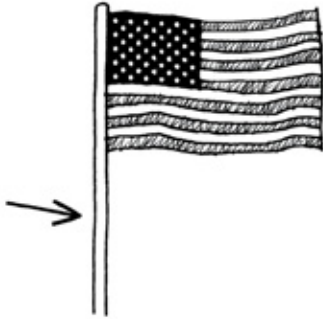
Phonemic Awareness: /ō/

Say the name of each picture. Put a marker on each picture if its name has the /ō/ sound.

Name _____



1.



p o l e

2.



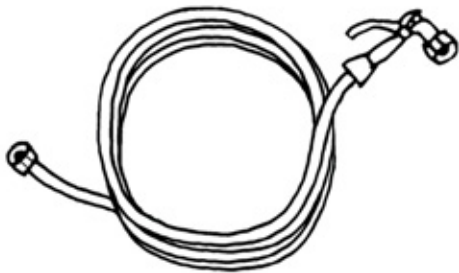
c n

3.



r b

4.



h s

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Phonics: /ō/o_e

Say the name of each picture. Then write the letters that stand for long o in each picture name.



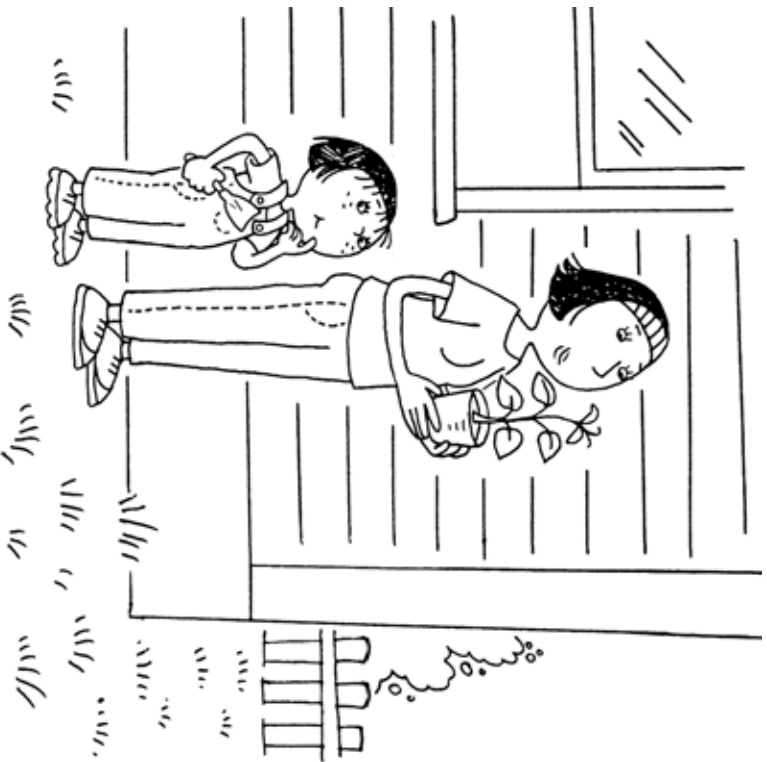
Name _____

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

Writing Fluency

Have children reread *Look at This!* On their own, have children write for five minutes as much as they can, as well as they can, about what happens in the story. Have children review their writing.

Name _____



Look, it is big.

Where can it go?

High Frequency Words: *where, look*

Read the book aloud to a partner. Reread for fluency.

4

Unit 9: How Things Change • Week 3

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Look at This!

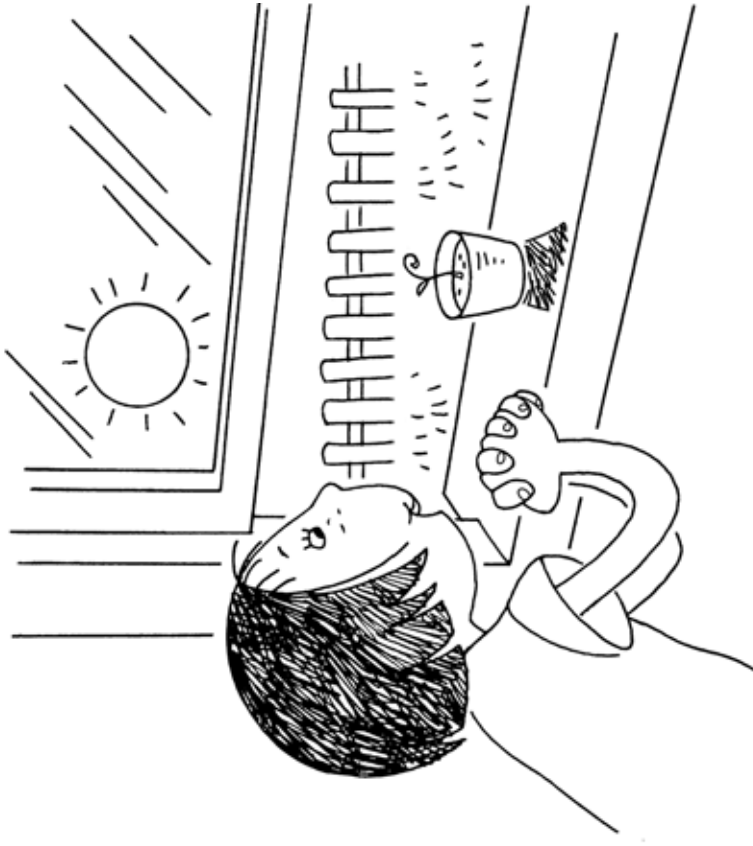


Look, it is little.

What is it?

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1



It is in the sun.

It is hot.

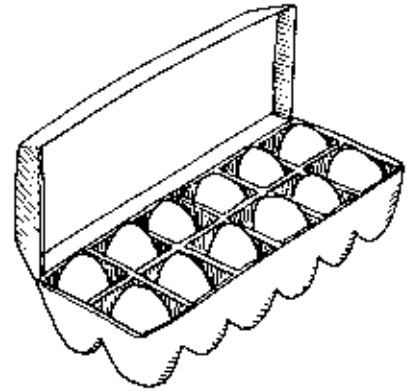
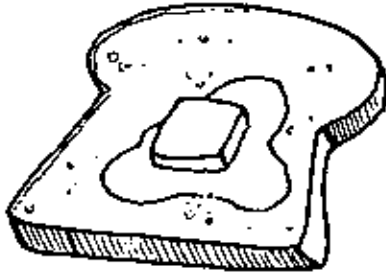


Look, it has a bud.

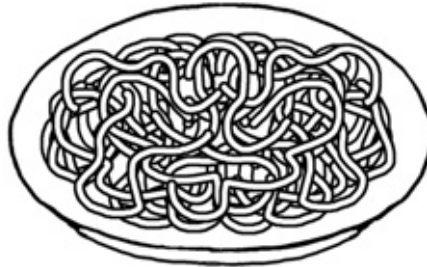
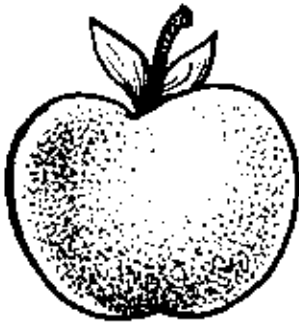
Can you see it?

Name _____

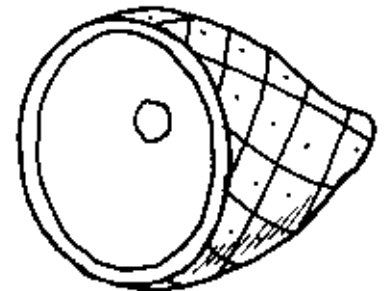
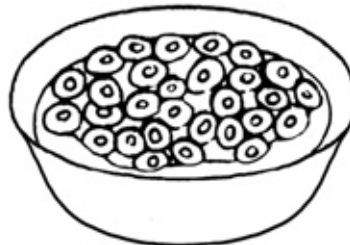
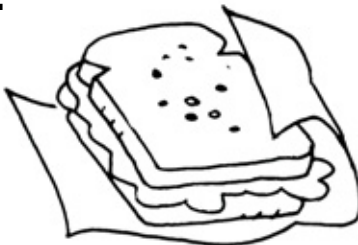
1.



2.



3.

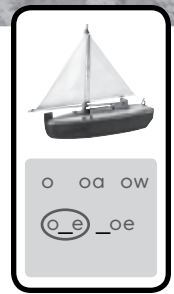


Category Words: Foods Made From Grain

Put a marker on each picture that shows a food made from grain.
Name each food. Tell which foods made from grain you like to eat.



Name _____



1. It is a rose.

2. _____



3. I dig a hole.

4. _____

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Handwriting: Sentences with /ō/o_e

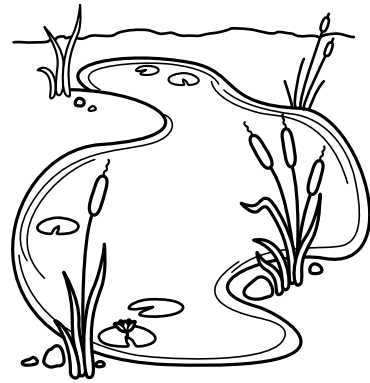
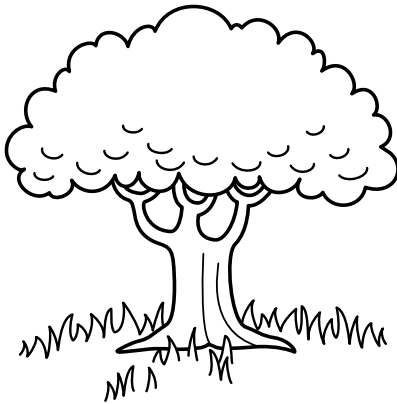
Say each word as you trace it and write it. Then read each sentence to a partner.

Name _____

1.



2.



3.

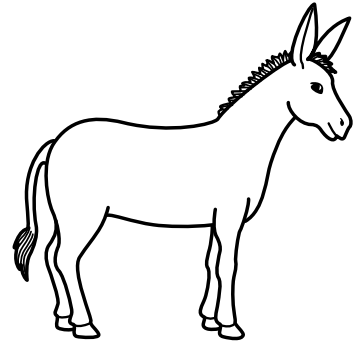
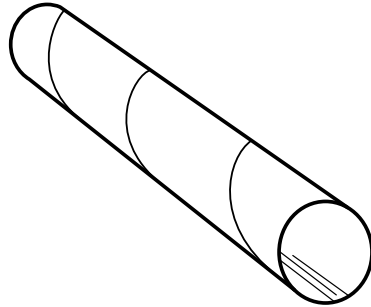
Comprehension: Character, Setting, Plot

Look at the pictures about *What's the Big Idea, Molly?*

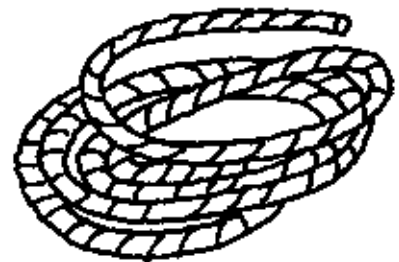
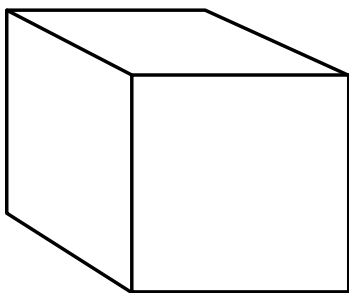
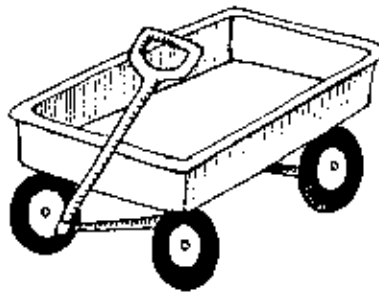
1. Circle the character who thinks best when fishing.
2. Circle the picture that shows where Frog gets his best ideas.
3. Write about what the animals make for Turtle at the end of the story.



Name _____



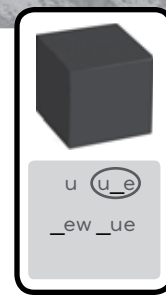
JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



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Phonemic Awareness: /ū/

Say the name of each picture. Put a marker on each picture if its name has the /ū/ sound.



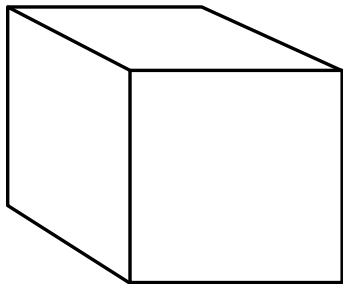
Name _____

1.



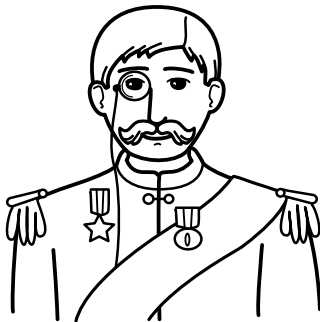
c u t e

2.



c b

3.



d k

4.



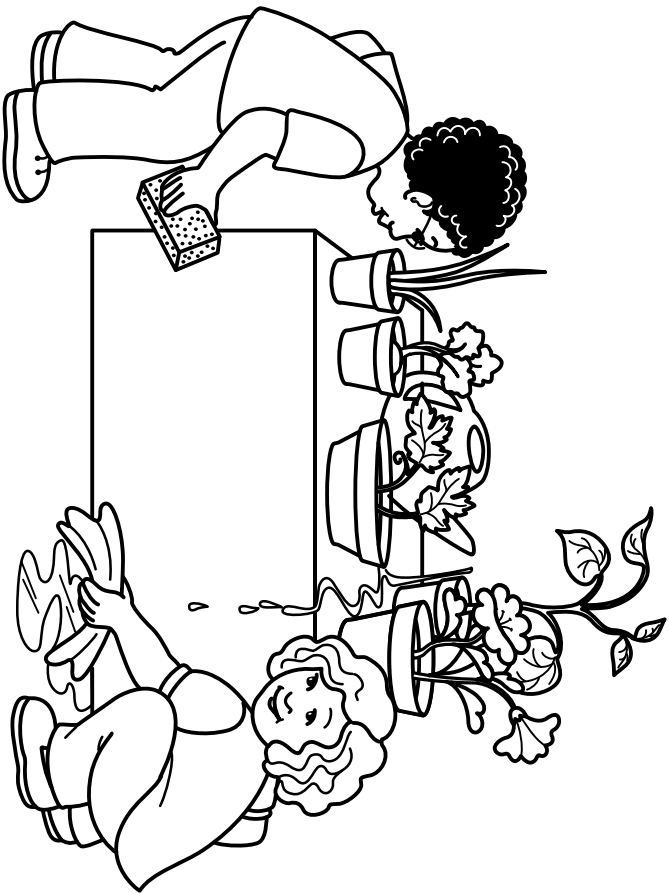
t n

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Phonics: /ū/u_e

Say each picture name. Then write the letters that stand for long u in each picture name.

Name _____



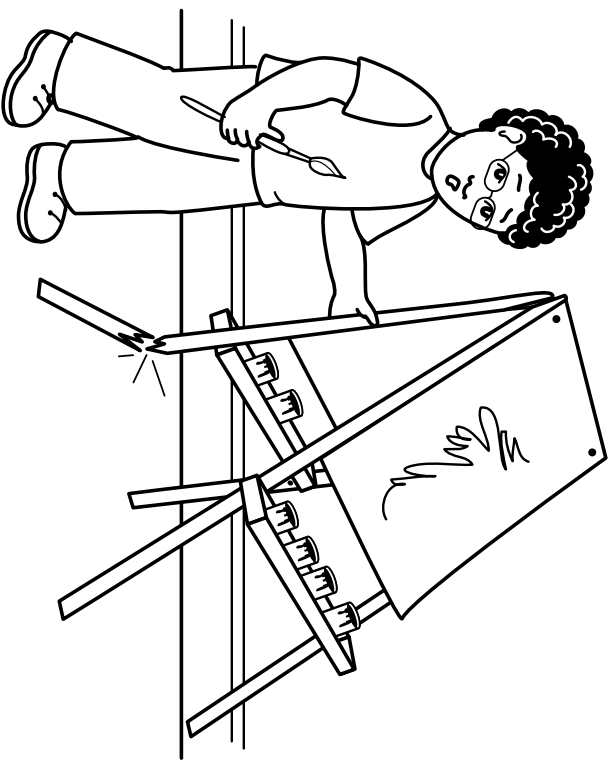
Sam is good at this.

He can help mop.

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Who Can

Help?



This is not good!

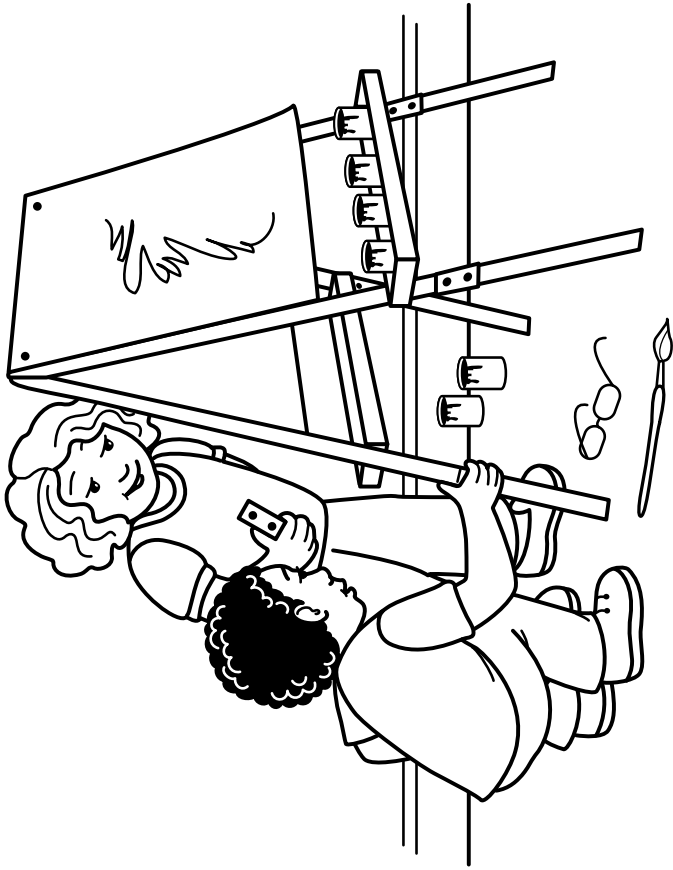
Who can I get to help?

High Frequency Words: *who, good*
Read the book aloud to a partner. Reread for fluency.

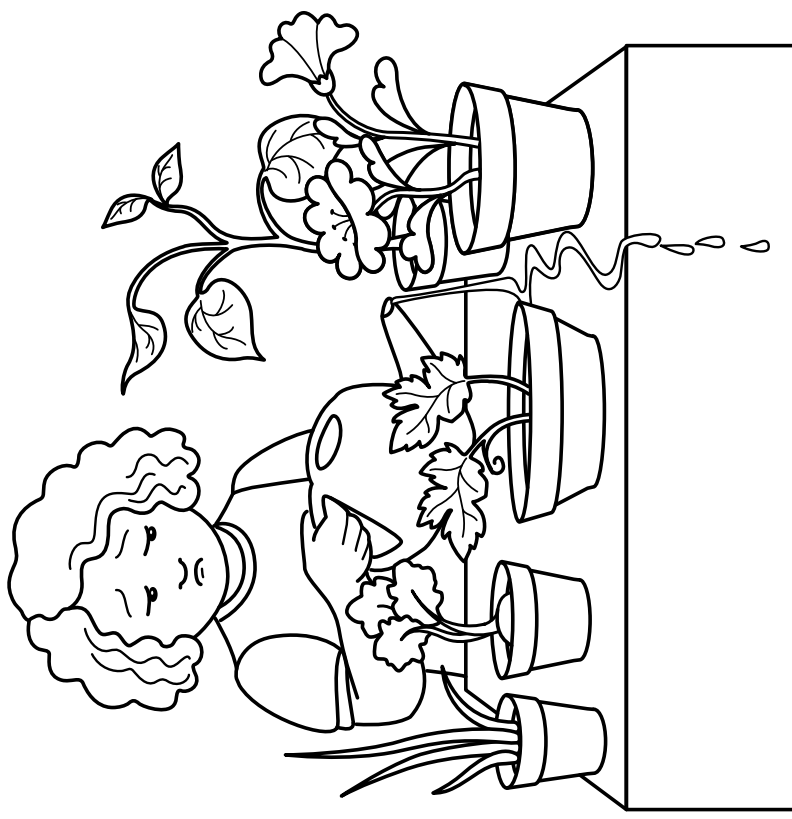
4

Unit 10: Thinking Outside the Box • Week 1

1



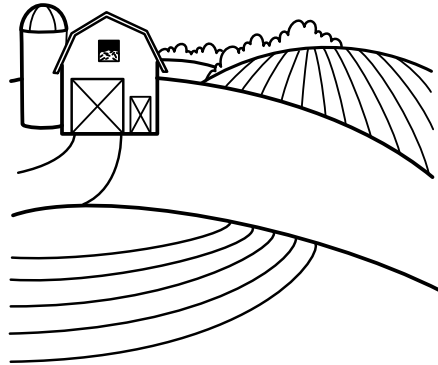
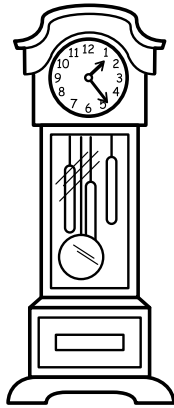
Deb can help me fix it.
She is good at this.



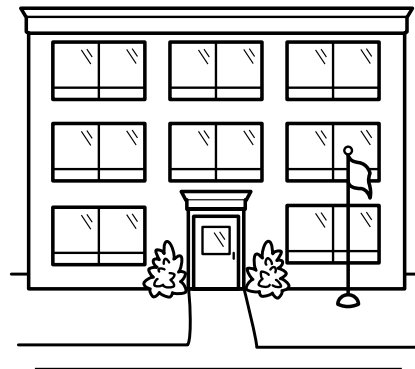
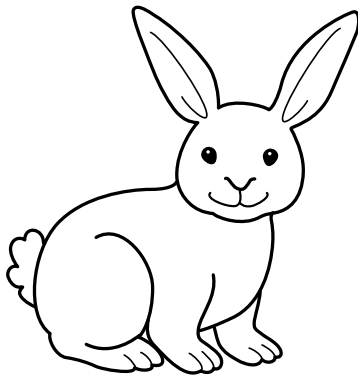
This is not good.
Who can help mop?

Name _____

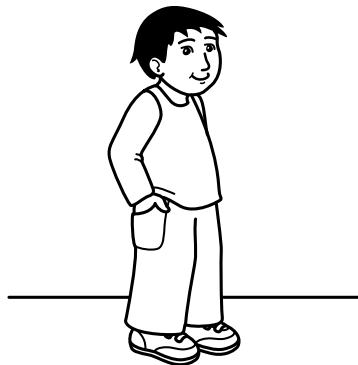
1.



2.



3.



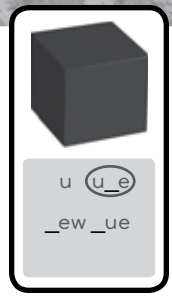
Category Words: Question Words

Look at the pictures and think about questions words.

1. Circle the picture that shows when.
2. Circle the picture that shows where.
3. Circle the picture that shows who.



Name _____



JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1. It is June.

2. _____



3. Play a tune!

4. _____

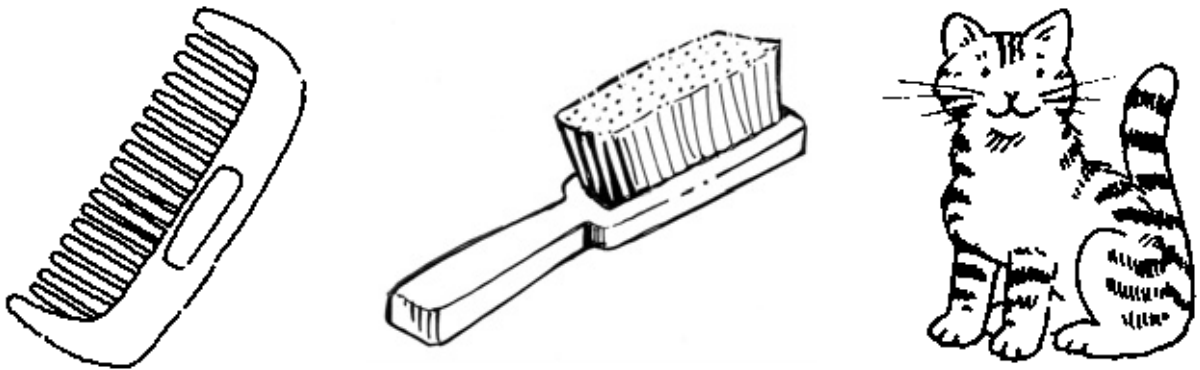
Handwriting: Sentences with /ū/u_e
Say each word as you trace it and write it. Then read each sentence to a partner.

Name _____

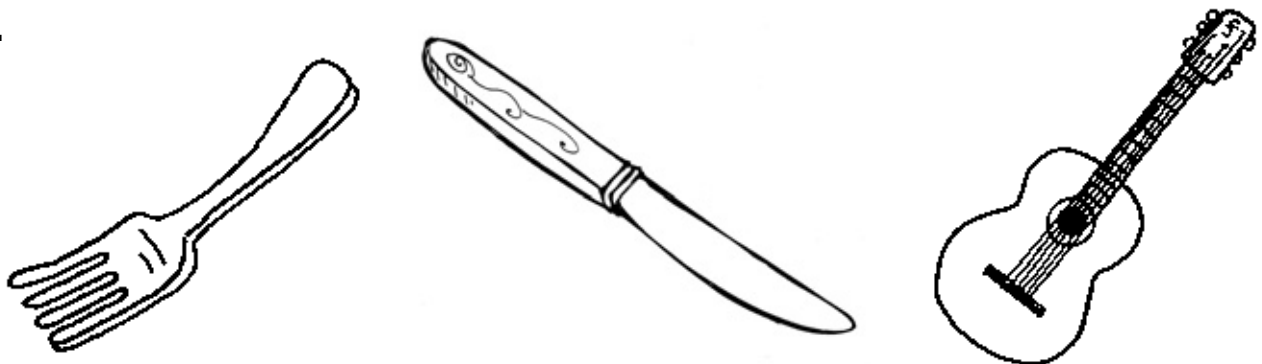
1.



2.



3.



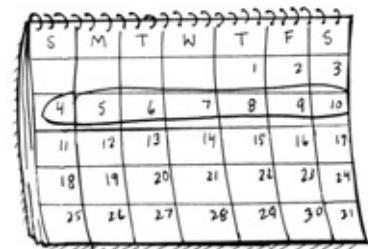
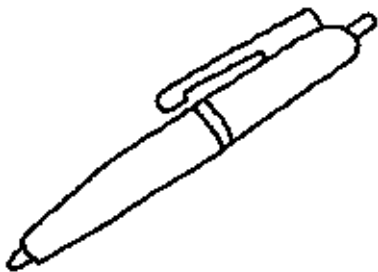
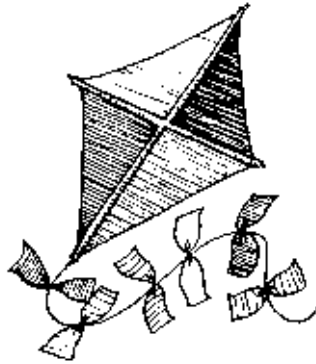
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Comprehension: Key Details

Think about the story *All Kinds of Families!* Look at the pictures in each row. Circle the pictures that belong in the same family. Talk to a partner about how the pictures you circled belong in a family.

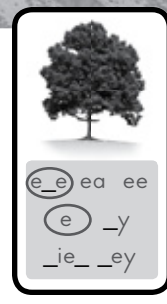


Name _____



Phonemic Awareness: /ē/

Say the name of each picture. Put a marker on each picture if its name has the /ē/ sound.



Name _____

1.



m e

2.



w _____ d

3.



p _____ k

4.



P t

Phonics: /ē/e_e, ee, e

Say the name of each picture. Then write the letters that stand for long e in each picture name.

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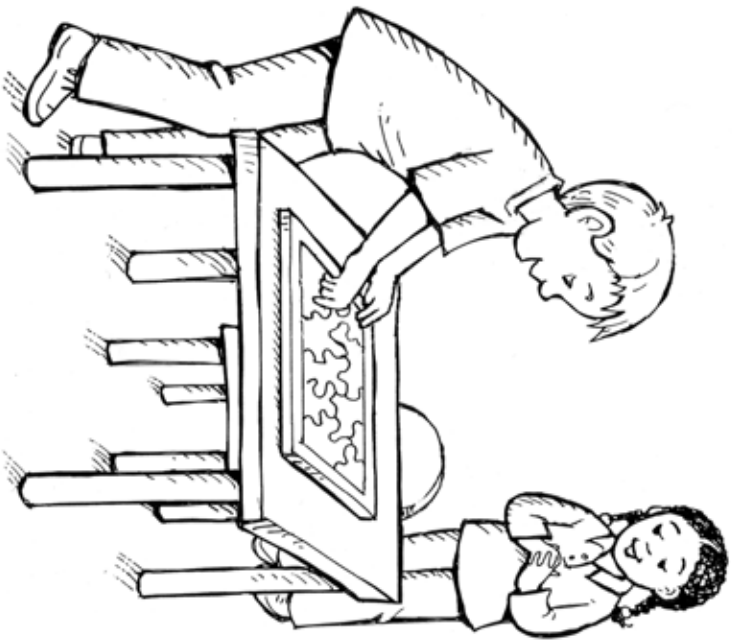
Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are seven sets of these lines for writing practice.

Writing Fluency

Have children reread *Come and See*. On their own, have children write for five minutes as much, and as well as they can, about how the children work together. Have children review their writing.

Name _____



It does fit in here!

Come and see!

High Frequency Words: come, does
Read the book aloud to a partner. Reread for fluency.

4

Unit 10: Thinking Outside the Box • Week 2

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Come and See

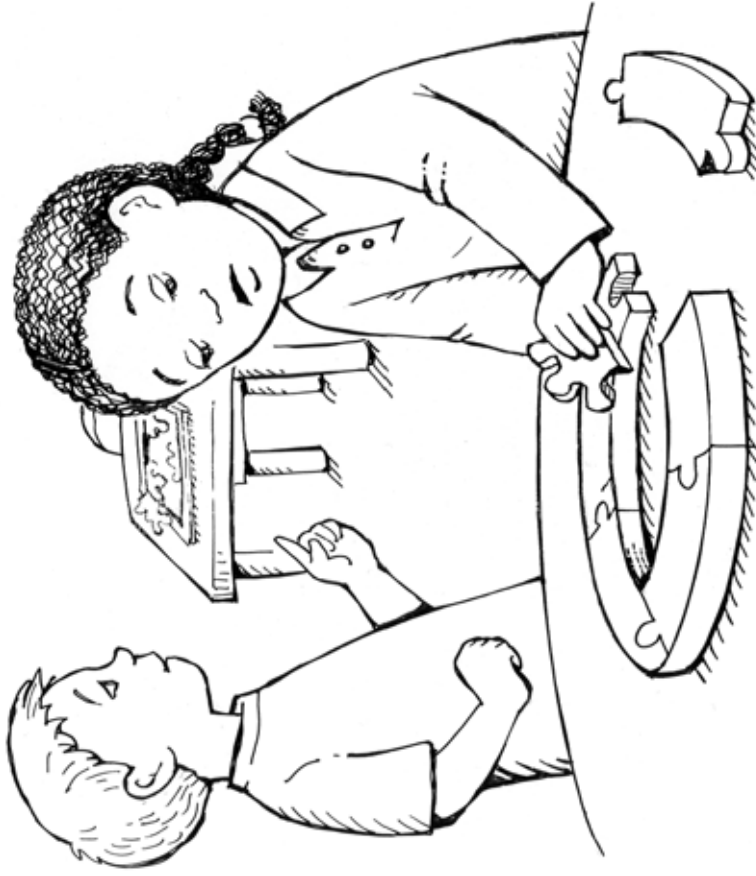


Can you help me?

Where does it go?

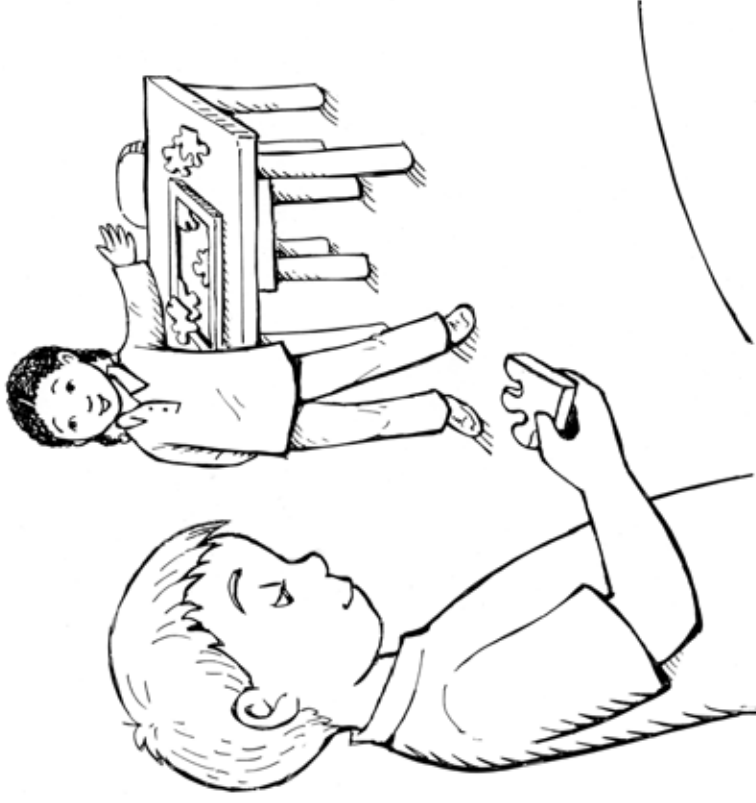
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1



Does it fit here?

No, it does not fit.

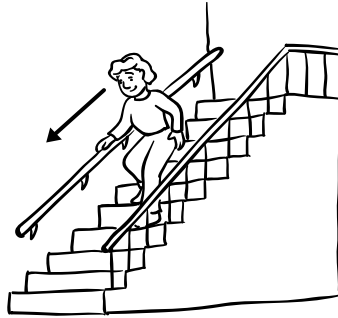


Come and see this!

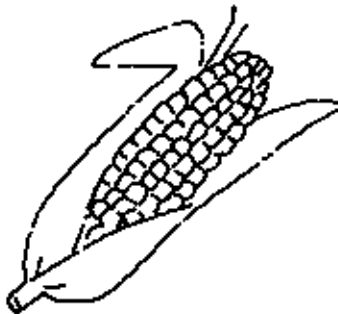
Does it go in here?

Name _____

1.



2.



3.




Category Words: Opposites

In each row, put a marker on the two pictures that show opposites.
Say the names of the pictures that show opposites.



Name _____



e_e ea ee
e _y
ie _ey



1. I see a bee.

2. _____



3. I see Eve.

4. _____

Handwriting: Sentences with /ē/e_e, ee
Say each word as you trace it and write it. Then read each sentence to a partner.

Name _____

1.



2.



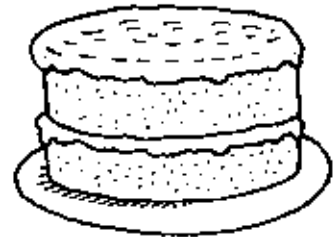
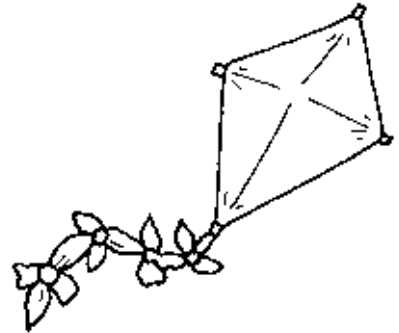
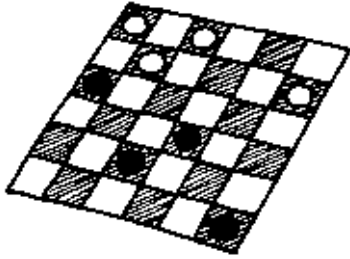
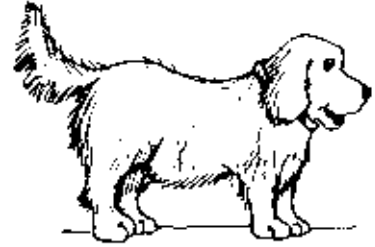
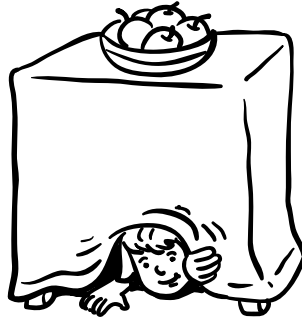
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Comprehension: Main Topic and Key Details

1. Circle the picture that shows how a mother panda cares for her panda cub.
 2. Circle the picture that shows how panda kindergarteners play.
- Then talk to a partner about the main topic of *Panda Kindergarten*.



Name _____

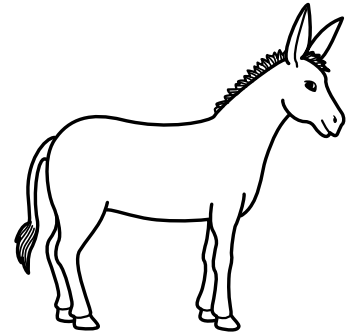
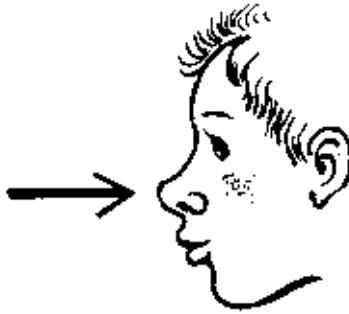


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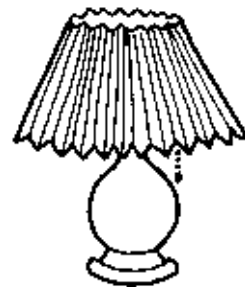
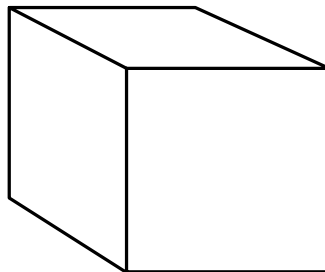
Review Phonics: /ā/a_e, /ī/i_e

Say the name of each picture. Put a marker on each picture if its name has the /ā/ or /ī/ sound. Turn to your partner and spell the /ā/ words. Then listen to your partner as they spell the /ī/ words.

Name _____



JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



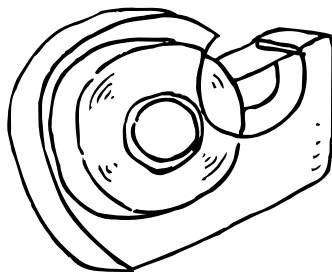
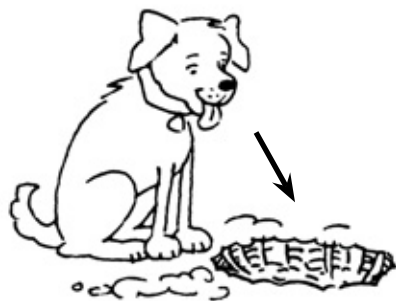
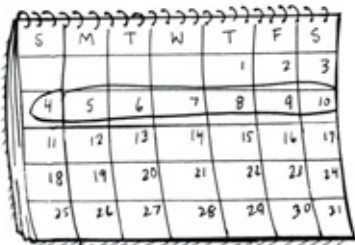
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Review Phonics: /ō/o_e, /ū/u_e

Say the name of each picture. Put a marker on each picture if its name has the /ō/ or /ū/ sound. Turn to your partner and spell the /ō/ words. Then listen to your partner as they spell the /ū/ words.



Name _____

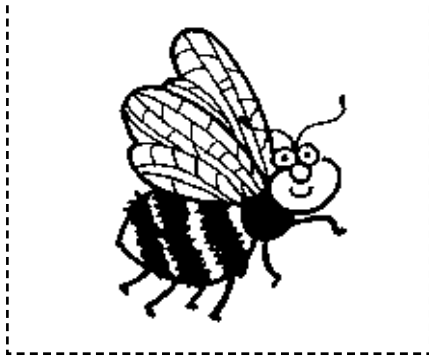
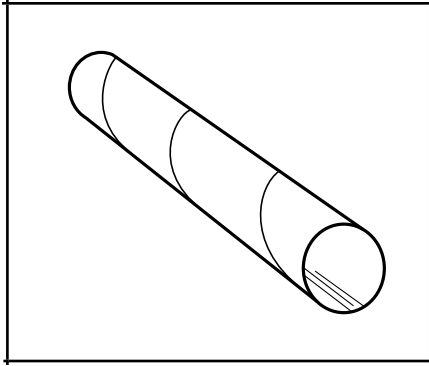
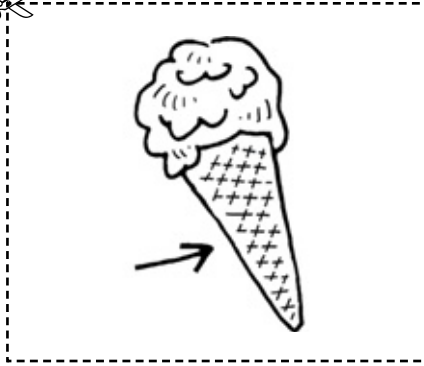
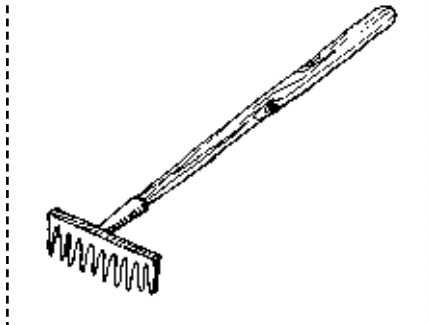
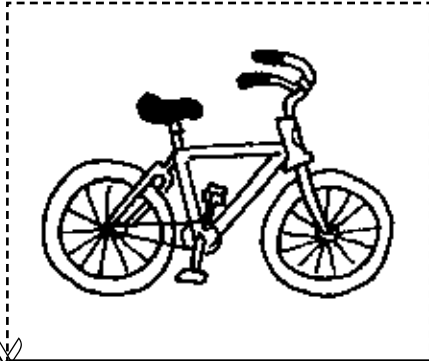


Review Phonics: /ē/e e, ee, e

Say the name of each picture. Put a marker on each picture if its name has the /ē/ sound. Turn to your partner and spell the /ē/ words.



Name _____

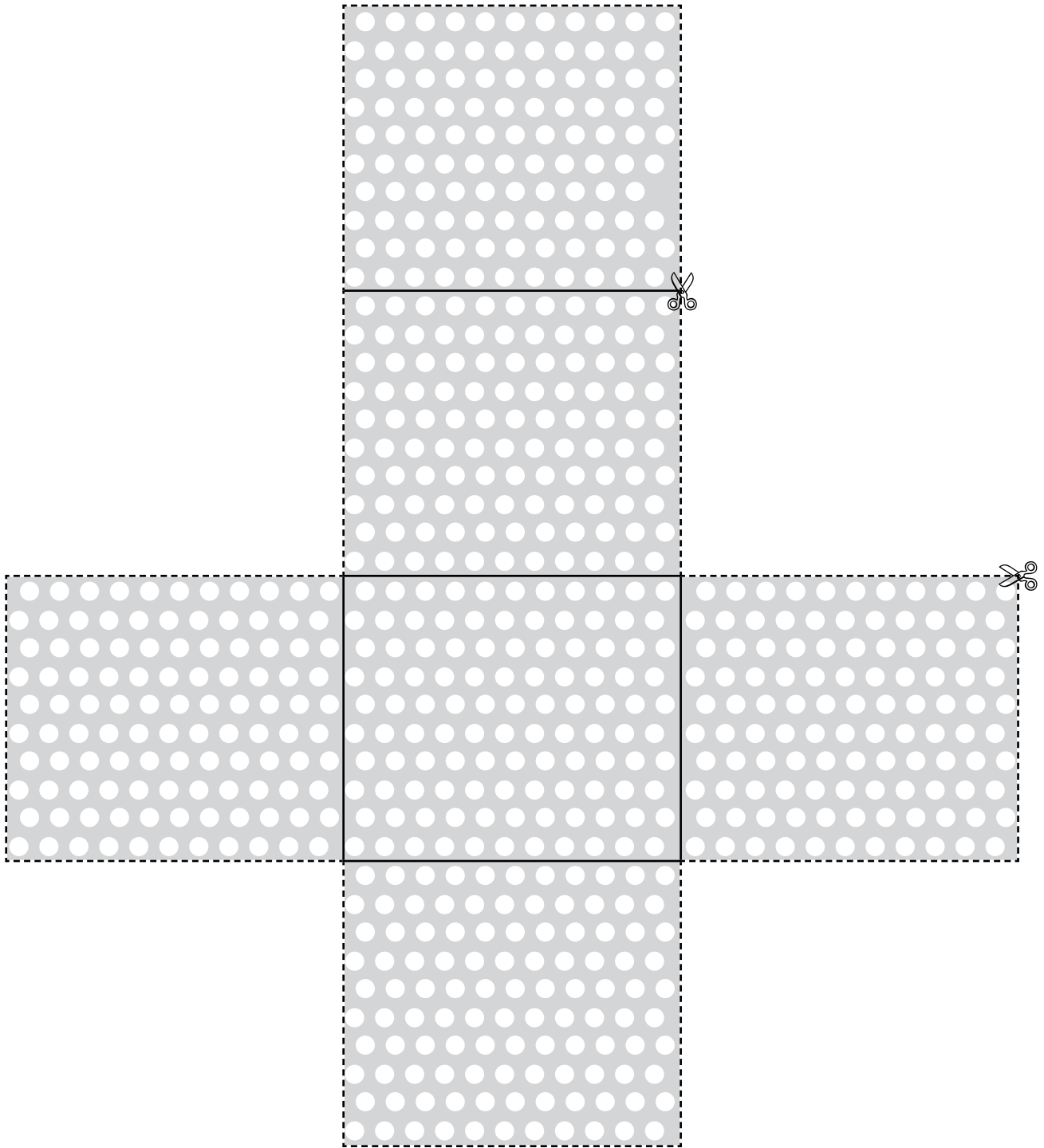


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Phonics Review Game: /ā/a_e, /ī/i_e, /ō/o_e, /ū/u_e, /ē/e, ee
Cut on the dotted lines. Fold on the solid lines and tape together to make a cube.



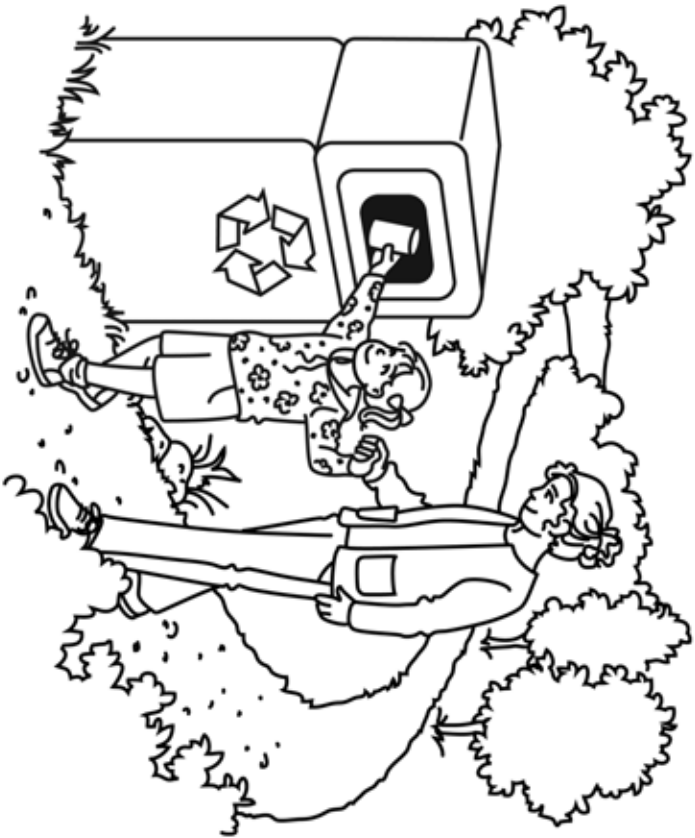
Name _____



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Phonics Review Game: /ā/a_e, /ī/i_e, /ō/o_e, /ū/u_e, /ē/e, ee
Toss the cube with a partner. Say the name of the picture that faces up. Say the long vowel sound you hear in the word. Then say another word that has that long vowel sound.

Name _____



It is good to help!
Can you help, too?

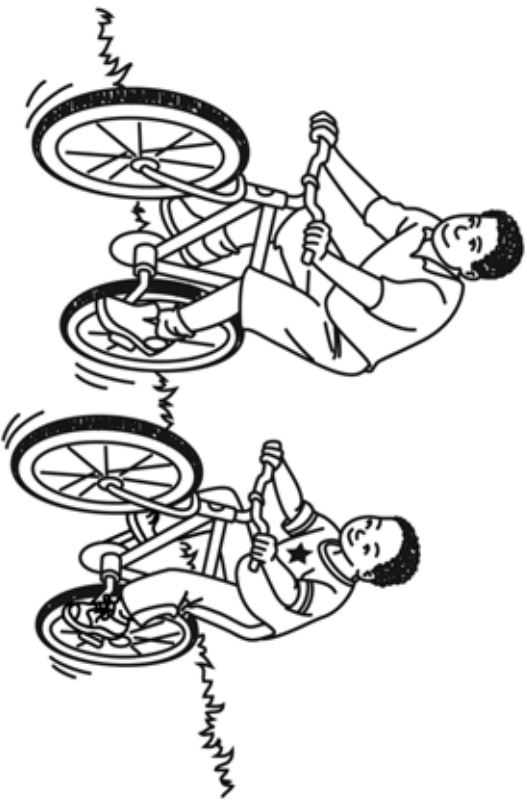
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Review High Frequency Words: *help, too, play, has, where, look, who, good, come, does*
Read the book aloud to a partner. Reread for fluency.

4

Unit 10: Thinking Outside the Box • Week 3

We Can Help!



Who can ride a bike?
It does not take gas!

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1



Where can they play?
Come and play here!



Look! She has a seed.
She can pat the seed in.



Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated multiple times down the page.

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Writing Fluency

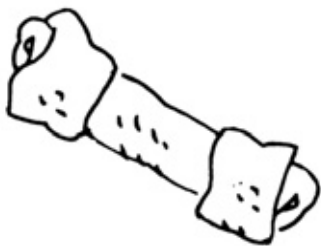
Have children reread *We Can Help!* On their own, have children write for five minutes as much, and as well as they can, about how the people in the story help. Have children review their writing.



Name _____

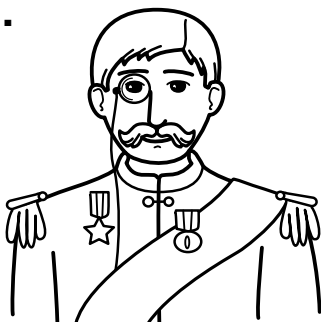
bone duke feet

1.

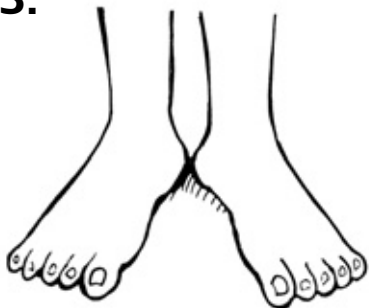


bone

2.



3.



Review Phonics: Blending -one, -uke, -eet

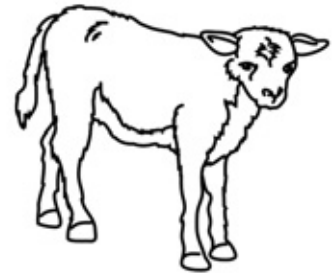
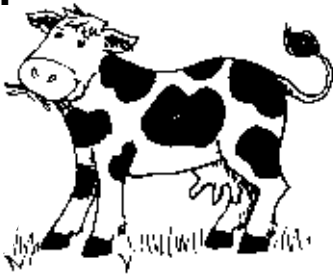
Blend the sounds and say the word. Write the word. Repeat the word.

Name _____

1.



2.



3.





























Category Words: Names of Baby Animals

Find the baby animals in each row and put markers on them.
Say the name of each baby animal.

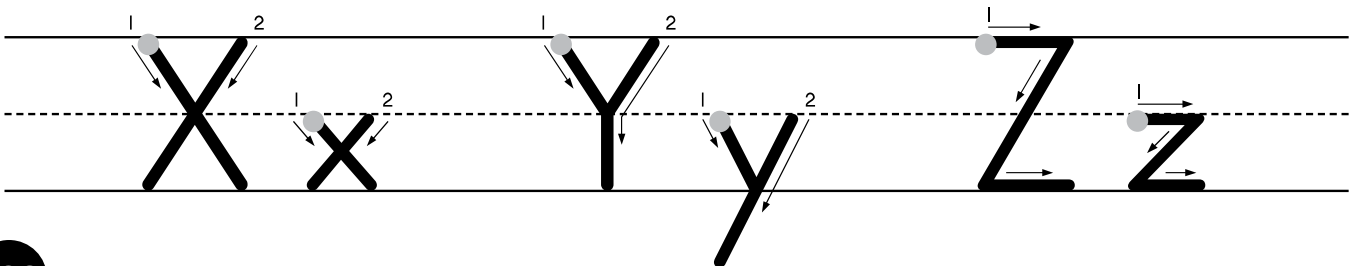
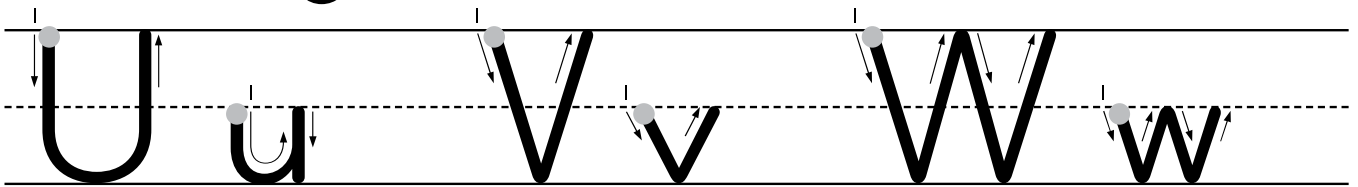
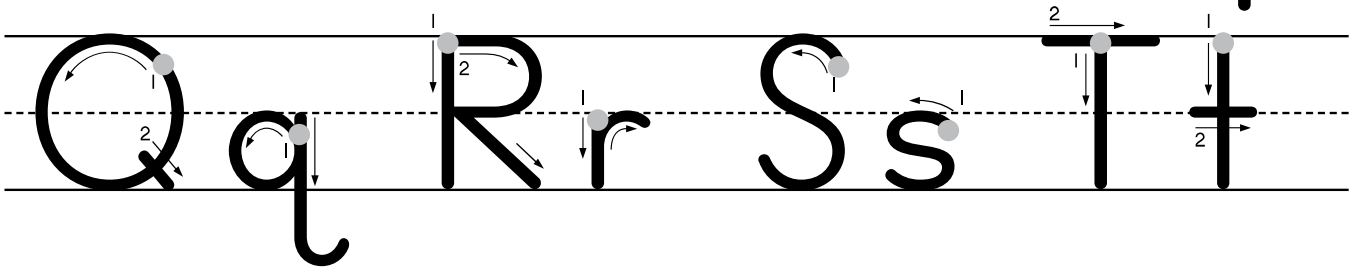
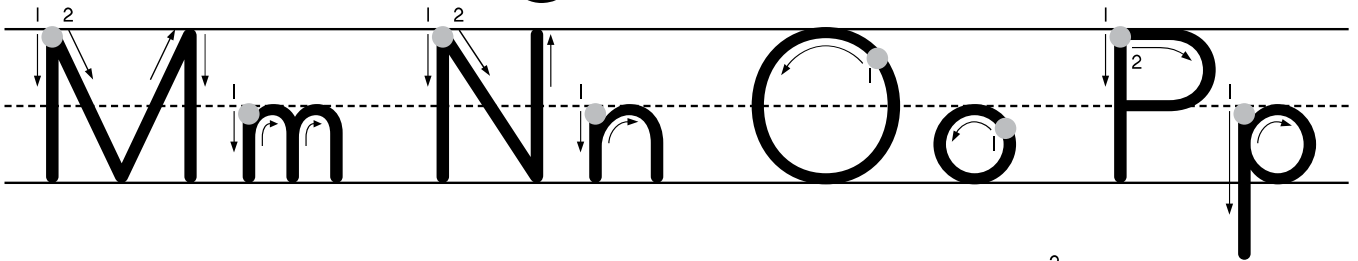
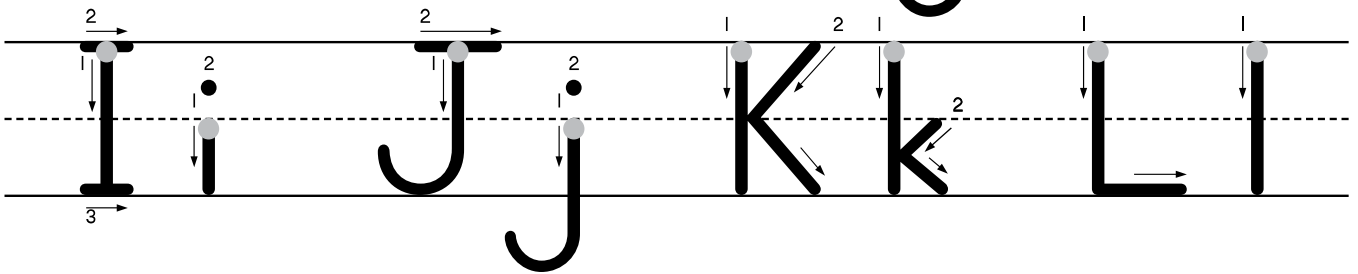
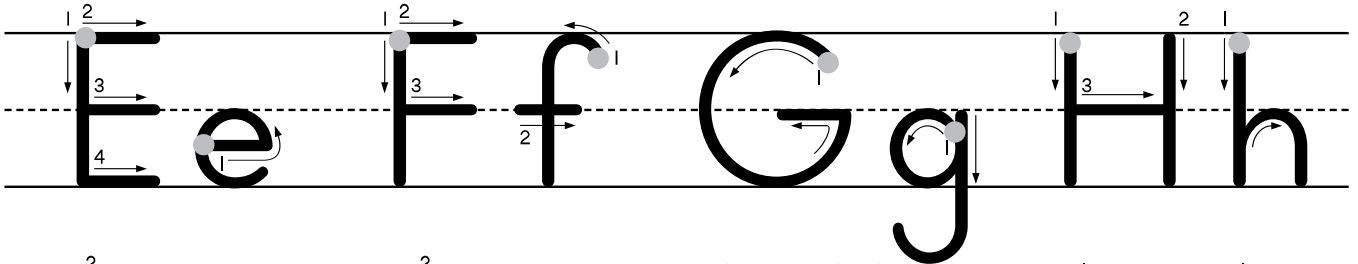
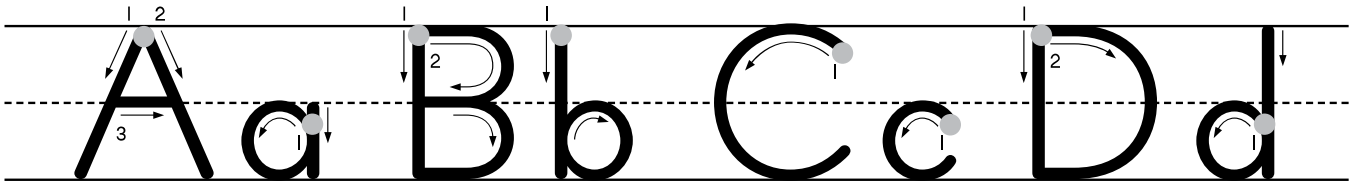
Name _____

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 				


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Handwriting Models




Sound Boxes


--	--	--



--	--	--	--



--	--	--	--	--



High-Frequency Word Cards

can

we

a

I

the

see

Tim can jump.

I can play.

We can see the cat.

We play in the sand.

Pam can use a ruler.

I can see a fish.

High-Frequency Word Cards

to

go

do

like

and

you

It is good to listen.

We like pizza!

Mom and I go to the store.

I see a cat and a dog.

We do want to go!

Do you like milk?

High-Frequency Word Cards

are

with

little

my

he

is

Ted and Ed are friends.

Do you like my hat?

I go with Ron to the farm.

He ate a red apple.

The bugs are little.

My bike is red.

High-Frequency Word Cards

she

was

for

have

they

of

Monday was a hot day.

She can kick the ball.

Elephants have big ears.

This is for you.

I take care of my fish.

They went to the park.

High-Frequency Word Cards

want

me

what

said

here

this

I want to see a lion.

The vet said Max is fine.

The book belongs to me.

The bus is here.

What do zebras eat?

I was on this street.

High-Frequency Word Cards

too

has

look

help

play

where

Jake can help, too.

I help to rake the leaves.

My class has a pet.

Mike and I play a game.

Look at the owl's home.

Where do roses grow?

High-Frequency Word Cards

good

does

who

come

You did a good job.

Who can use the paint?

Does this bus go north?

Jake will come to my house.

Build Your Word Bank High-Frequency Word Cards

down

there

her

out

will

two

I walk down the hill.

Jim let the dog out.

Pam lives there.

Tim will help me.

Her cat is Tam.

I have two books.

Build Your Word Bank High-Frequency Word Cards

then

could

all

one

new

place

Then I went to the store.

Sam has one map.

I could do that for you.

I see her new hat.

Mark put all the cans in the box.

Nat will put the books in the right place.

Build Your Word Bank High-Frequency Word Cards

day

than

when

that

long

his

What **day** of the week is it?

Pam will use **that** map.

I wrote more **than** Nat.

Dan can sing a **long** song.

I use a pen **when** I write.

Nan is **his** cat.

Build Your Word Bank High-Frequency Word Cards

many

by

now

which

them

some

Bob has **many** pens.

Which hen laid the egg?

Rob sat **by** the fan.

I will ask **them** to play.

I can play **now**.

Deb will eat **some** snacks.

Build Your Word Bank High-Frequency Word Cards

from

water

people

way

how

these

Kate drinks **from** her cup.

Ben knows the **way** to school.

The **water** is hot.

Kim knows **how** to use the lock.

Six **people** fit in the van.

Please help me with **these** boxes.

Build Your Word Bank High-Frequency Word Cards

about

or

other

work

may

each

What is the book **about**?

Nina will **work** hard on her homework.

Do you like apples or oranges?

Jack **may** dig a big hole.

What **other** book do you like?

We will **each** present our projects.

Build Your Word Bank High-Frequency Word Cards

more

over

know

into

find

were

Dave can bake **more** cakes.

I can see **into** the cave.

The gull flew **over** the lake.

Can you **find** where she is hiding?

I **know** you very well.

Mike and Kate **were** late.

Build Your Word Bank High-Frequency Word Cards

write

only

first

would

part

words

Kim will **write** a play.

I hoped my kite **would** fly high.

Dale **only** has one rose.

I want a **part** of the pie.

You are the **first** one in line.

I know the **words** to the song.

Build Your Word Bank High-Frequency Word Cards

their

sound

		<p>I know their cat.</p>	
		<p>I love the sound of bells.</p>	