

## *1<sup>st</sup> Grade Fluency Folder*

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective reading skills. Your child will need and use this folder throughout the school year. **Please keep this folder safe.** It will be your responsibility to keep this folder intact. **It will not be replaced.** This folder will need to be brought to school and taken home on a daily basis. Below is a list of ways we will use this reading folder:

1. **Sight Words:** These lists contain the first 100 and 200 words from the Fry Instant Word Lists (1980). The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. Begin by practicing Set 1. The students will be tested weekly for mastery. ***Mastery is being able to read each word in a second (see it, say it).*** The student will move on to the next set when at least 75% (20 words) has been mastered. When the child moves into the next set please continue to review any words that have not been mastered from the previous sets. This is part of the daily homework. Please help your child to achieve this goal. These words may be written on sentence strips to be practiced at home.
2. **Sight Word Phrases:** In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. As with the Sight Word List, please remember that the student will move on to the next set when at least 75% (20 phrases) has been mastered. When the child moves into the next set please continue to review any phrases that have not been mastered from the previous sets. These phrases contain the first 100 and 200 words from the Fry Instant Word List (1980). Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips to be practiced at home.
3. **Reading Passages:** After the first 9 weeks, the students will begin to use the reading passages found in this folder. The same story will be read 3 times per evening, Monday-Thursday for homework. Your child's Homework Log will indicate which story is to be read each week.
  - a. Your child will read the 1<sup>st</sup> time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wpm) in the Home Practice section.
  - b. Your child will read the story a 2<sup>nd</sup> time to practice using punctuation when reading and to develop expression.
  - c. Your child will read the story a 3<sup>rd</sup> time to develop comprehension.
  - d. In addition to fluency practice, your child will answer one to two questions per night from the passage. This will help to enhance comprehension and vocabulary development.

We have found these reading folders to be very effective in developing reading skills. By working together, your child will become a successful reader.

# Sight Word List

(Taken from Fry Instant Word List – First 100 Instant Words)

## Set 1

<b>the</b>	<b>it</b>	<b>they</b>
<b>of</b>	<b>he</b>	<b>I</b>
<b>and</b>	<b>was</b>	<b>at</b>
<b>a</b>	<b>for</b>	<b>be</b>
<b>to</b>	<b>on</b>	<b>this</b>
<b>in</b>	<b>are</b>	<b>have</b>
<b>is</b>	<b>as</b>	<b>from</b>
<b>you</b>	<b>with</b>	
<b>that</b>	<b>his</b>	

**Please initial and date each day that your child reads this list.**


**Parent's Signature:** \_\_\_\_\_

# Sight Word List

(Taken from Fry Instant Word List – First 100 Instant Words)

## Set 2

<p><b>or</b></p> <p><b>one</b></p> <p><b>had</b></p> <p><b>by</b></p> <p><b>word</b></p> <p><b>but</b></p> <p><b>not</b></p> <p><b>what</b></p> <p><b>all</b></p>	<p><b>were</b></p> <p><b>we</b></p> <p><b>when</b></p> <p><b>your</b></p> <p><b>can</b></p> <p><b>said</b></p> <p><b>there</b></p> <p><b>use</b></p> <p><b>an</b></p>	<p><b>each</b></p> <p><b>which</b></p> <p><b>she</b></p> <p><b>do</b></p> <p><b>how</b></p> <p><b>their</b></p> <p><b>if</b></p>
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**Please initial and date each day that your child reads this list.**


**Parent's Signature: \_\_\_\_\_**

# Sight Word List

(Taken from Fry Instant Word List – First 100 Instant Words)

## Set 3

<b>will</b>	<b>so</b>	<b>has</b>
<b>up</b>	<b>some</b>	<b>look</b>
<b>other</b>	<b>her</b>	<b>two</b>
<b>about</b>	<b>would</b>	<b>more</b>
<b>out</b>	<b>make</b>	<b>write</b>
<b>many</b>	<b>like</b>	<b>go</b>
<b>then</b>	<b>him</b>	<b>see</b>
<b>them</b>	<b>into</b>	
<b>these</b>	<b>time</b>	

**Please initial and date each day that your child reads this list.**


**Parent's Signature: \_\_\_\_\_**

**Sight Word List****(Taken from Fry Instant Word List – First 100 Instant Words)****Set 4**

<b>no</b>	<b>call</b>	<b>did</b>
<b>way</b>	<b>who</b>	<b>get</b>
<b>could</b>	<b>oil</b>	<b>come</b>
<b>people</b>	<b>its</b>	<b>made</b>
<b>my</b>	<b>now</b>	<b>may</b>
<b>than</b>	<b>find</b>	<b>part</b>
<b>first</b>	<b>long</b>	<b>number</b>
<b>water</b>	<b>down</b>	
<b>been</b>	<b>day</b>	

**Please initial and date each day that your child reads this list.**


**Parent's Signature:** \_\_\_\_\_

## Sight Word List

(Taken from Fry Instant Word List – Second 100 Instant Words)

### Set 5

<b>over</b>	<b>year</b>	<b>our</b>
<b>new</b>	<b>live</b>	<b>just</b>
<b>sound</b>	<b>men</b>	<b>name</b>
<b>take</b>	<b>back</b>	<b>good</b>
<b>only</b>	<b>give</b>	<b>man</b>
<b>little</b>	<b>most</b>	<b>think</b>
<b>work</b>	<b>very</b>	<b>say</b>
<b>know</b>	<b>after</b>	
<b>place</b>	<b>thing</b>	

**Please initial and date each day that your child reads this list.**


**Parent's Signature:** \_\_\_\_\_

## Sight Word List

(Taken from Fry Instant Word List – Second 100 Instant Words)

### Set 6

<b>great</b>	<b>old</b>	<b>around</b>
<b>where</b>	<b>any</b>	<b>form</b>
<b>help</b>	<b>same</b>	<b>three</b>
<b>much</b>	<b>tell</b>	<b>small</b>
<b>before</b>	<b>boy</b>	<b>set</b>
<b>line</b>	<b>came</b>	<b>put</b>
<b>right</b>	<b>want</b>	<b>end</b>
<b>too</b>	<b>show</b>	
<b>mean</b>	<b>also</b>	

**Please initial and date each day that your child reads this list.**


Parent's Signature: \_\_\_\_\_

# Sight Word List

(Taken from Fry Instant Word List – Second 100 Instant Words)

## Set 7

<b>does</b>	<b>turn</b>	<b>land</b>
<b>another</b>	<b>here</b>	<b>home</b>
<b>well</b>	<b>why</b>	<b>us</b>
<b>large</b>	<b>ask</b>	<b>try</b>
<b>must</b>	<b>went</b>	<b>kind</b>
<b>big</b>	<b>men</b>	<b>hand</b>
<b>even</b>	<b>read</b>	<b>picture</b>
<b>such</b>	<b>need</b>	<b>off</b>
<b>because</b>		

**Please initial and date each day that your child reads this list.**


**Parent's Signature:** \_\_\_\_\_



# **Sight Word List**

(Taken from Fry Instant Word List – Second 100 Instant Words)

## **Set 8**

<b>play</b>	<b>still</b>	<b>last</b>
<b>spell</b>	<b>should</b>	<b>school</b>
<b>air</b>	<b>world</b>	<b>keep</b>
<b>away</b>	<b>every</b>	<b>tree</b>
<b>animal</b>	<b>near</b>	<b>never</b>
<b>house</b>	<b>add</b>	<b>start</b>
<b>mother</b>	<b>food</b>	<b>city</b>
<b>answer</b>	<b>between</b>	
<b>found</b>	<b>plant</b>	

**Please initial and date each day that your child reads this list.**


**Parent's Signature:** \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 1)  
**List 1**

the little boy	down at work	but not me
a good boy	with this cat	be here again
is about me	it was over	have been good
then you give	work on it	three of them
was to come	can come here	before this one
old and new	they will go	your little boy
what we know	are so long	as long as
that old man	not up here	good for you
in and out		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p><b>(ppm – phrases per minute)</b></p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 1)  
**List 2**

he is it	her green hat	here and there
I can go	say and do	from my mother
they are here	when they come	a nice day
one by one	so I went	all around
good and wet	my little house	would you like
came with me	very good girl	any good book
about a dog	have you been	some good cake
had a hat	we are out	up and down
three little dogs		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 1)  
**List 3**

to go home	one, two, three	which one is
see the dog	to the man	this much is
then they went	a little dog	about his frog
look at us	he has it	what do you
yes and no	sit by them	do you know
play with him	how do you do	make a book
by the house	like the book	in or out
he was going	in our car	get the cat
come to me		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 1)  
**List 4**

who am I	an old cat	in their car
she has some	a new school	he said it
did not go	a good boy	three little dogs
up and down	go to work	put it out
we were there	before you go	just one day
about this long	here it is	get the other
our old car	then take it	can use it
again and again	would give him	day after day
many of them		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p><b>(ppm – phrases per minute)</b></p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 2)  
**List 5**

saw a cat	at home again	as soon as
stand on the	in the box	upon a time
the first one	came up to	a tall girl
a big house	find a rock	because it was
made me mad	could I go	in the book
look at that	is my mother	run out of
at school today	with the people	all last night
into my room	began to say	I think that
on the back		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p><b>(ppm – phrases per minute)</b></p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 2)  
**List 6**

such a big box	where it was	I am not
a great ball	yesterday morning	live in a
four of them	at last a	color the box
putting a way her	tall red hat	friend of the
to look pretty	much to eat	want to say
one year old	wanted to play	the white pine
got a cup	found his dog	that was left
bring her home	men were there	as you wish
red and black		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**Fluency Phrases**  
 (Fry Phrases Level 2)  
**List 7**

may come to	he let us	was to use
these big chairs	turn right at	who were present
we should leave	her left hand	more people can
why not make	be done better	it was under
while the rain	should we do	never would come
two books each	was the best	at another time
it would seem	the pretty tree	was her name
very dear to	the tall oak	next to the
please come to		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p> <p> (ppm – phrases per minute)</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
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(Total of 75 words – contains rimes and patterns)

Parent’s Signature: \_\_\_\_\_



**Fluency Phrases**  
 (Fry Phrases Level 2)  
**List 8**

dog ran fast	five blue balls	read very well
over the hill	such a treat	on the way
eat too much	shall sing for	my own bed
most of all	sure am happy	saw a thing
only for fun	near the dog	older than me
in the open	kind and good	must go now
high in the	far and near	both of you
rnd of the	would go also	until we see
call me now		

<p><b><u>Practice in class</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><b><u>Practice at home</u></b></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p><b>(ppm – phrases per minute)</b></p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: \_\_\_\_\_

**The Ant Hill 1.1**

Dad and I took a hike in the woods. We walked for a long time and stopped to take a rest. We sat down on a log and had a drink of water. A big hill was nearby.	14 30 38
Dad said, "Look, there's an ant hill."	45
I walked up to the hill and took a closer peek. At first it looked just like a dirt hill. Then I noticed a few ants running around. I looked closer. I saw little ants carrying pieces of mushroom. The pieces were almost as big as the ants.	59 72 83 93
"What are they doing, Dad?" I asked.	100
"They're taking food inside the hill. They probably have thousands of ants to feed inside." Dad said, "Watch this." He gently poked a twig into a small hole on the hill. All of a sudden, many ants came out.	109 120 135 139
"The ants are on alert, trying to protect their hill," he said.	151
I bent down to look closer. Some ants climbed on my shoes.	163
"We should leave now," Dad said. Dad and I walked and walked until we were home. Now whenever I see one ant, I stop and think about the city of ants they might be feeding and protecting.	174 187 199 200

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

Parent's Signature: \_\_\_\_\_

**The Ant Hill 1.1 Use Complete Sentences**

**Monday:**

Where did the story take place?


What does the word “peek” mean?


**Tuesday:**

Does the story remind you about something that has happened to you?


What does the word alert mean?


**Wednesday:**

Why do you think the Dad said they needed to leave?


What would have happened if they stayed at the hill?


**Thursday:**

Do you think it was right that the dad poked a small hole on the hill?


Why or why not?


## The Rainy Day Picnic 1.2

<b>I was so sad. This was the day we were going to the park for</b>	<b>15</b>
<b>a picnic. I wanted to go to the playground. I wanted to swing. I</b>	<b>29</b>
<b>wanted to lay on the grass and look up at the fluffy clouds. But</b>	<b>43</b>
<b>that morning it was raining. There were puddles everywhere.</b>	<b>52</b>
<b>And we could hear thunder. I started to cry.</b>	<b>61</b>
<b>My mother said, “Wait! We will still have the picnic!”</b>	<b>71</b>
<b>I cried, “But how? It won’t be fun if it’s wet!”</b>	<b>82</b>
<b>She told me to sit down and read a book. Then she said she’d</b>	<b>96</b>
<b>make an indoor picnic for us. I could hear her doing things in the</b>	<b>110</b>
<b>kitchen. She told me not to look. Then, when she was ready, she</b>	<b>123</b>
<b>said to come into the living room.</b>	<b>130</b>
<b>I saw a blanket on the rug. I saw the picnic basket full of</b>	<b>144</b>
<b>sandwiches and potato chips and fruit. I saw pillows to lie on.</b>	<b>156</b>
<b>My mother was wearing her straw hat and sunglasses.</b>	<b>165</b>
<b>“Come on,” she said. “It’s picnic time!”</b>	<b>172</b>
<b>It was the best rainy-day picnic I ever went to.</b>	<b>183</b>

<p><b><u>Practice in class</u></b></p> <p><b>M</b> _____</p> <p><b>T</b> _____</p> <p><b>W</b> _____</p> <p><b>Th</b> _____</p>	<p><b><u>Practice at home</u></b></p> <p><b>M</b> _____</p> <p><b>T</b> _____</p> <p><b>W</b> _____</p> <p><b>Th</b> _____</p>
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**Parent’s Signature:** \_\_\_\_\_

**The Rainy Day Picnic 1.2 Use Complete Sentences**

**Monday:**

What is the main idea of the story?


What two words make up the word playground?


**Tuesday:**

What was the problem in the story?


How was the problem solved?


**Wednesday:**

Why do you think the mother planned an inside picnic?


How did the character feel after seeing the picnic basket full of food?


**Thursday:**

What would you do on a rainy day?


Give an example?


### Visiting Aunt Rose 1.3

<b>My Aunt Rose invited me to spend the weekend. Aunt Rose</b>	<b>11</b>
<b>doesn't have kids. She said I could be her kid for two days. She's</b>	<b>25</b>
<b>like my big sister.</b>	<b>29</b>
<b>I like to go to visit my Aunt Rose's home. She likes to do the</b>	<b>44</b>
<b>same things I like. I like to go swimming. So does my Aunt</b>	<b>57</b>
<b>Rose. The pool where she goes also has a hot tub. I like to sit in</b>	<b>73</b>
<b>the hot tub. So does my Aunt Rose. I always bring my swimming</b>	<b>86</b>
<b>suit when I visit.</b>	<b>90</b>
<b>Our weekend was perfect. On Saturday we went out for</b>	<b>100</b>
<b>breakfast. I had strawberry pancakes with whipped cream. Then</b>	<b>109</b>
<b>we went shopping. She bought me a pink shirt. Then we went</b>	<b>121</b>
<b>swimming and sat in the hot tub.</b>	<b>128</b>
<b>On Sunday she helped me make oatmeal cookies. Then we</b>	<b>138</b>
<b>painted each other's nails. Our fingers and toes match. They are</b>	<b>149</b>
<b>bright pink. Then we went to the movies. We saw <i>The Lion</i></b>	<b>161</b>
<b><i>King</i>.</b>	<b>162</b>
<b>Aunt Rose drove me home. I handed my mother a plate of</b>	<b>174</b>
<b>the oatmeal cookies. I showed my brother my new shirt. Dad</b>	<b>185</b>
<b>admired my bright pink nails.</b>	<b>190</b>
<b>"Dad," I asked, "Could I live at Aunt Rose's?"</b>	<b>199</b>
<b>"No," he said. "If you went there all the time it wouldn't be a</b>	<b>213</b>
<b>special treat."</b>	<b>215</b>

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**Visiting Aunt Rose 1.3 Use Complete Sentences**

**Monday:**

Where did the story take place?


Make a list of all the things they did on the weekend?


**Tuesday:**

Have you ever spend the weekend with a relative or friend?


What did you do?


**Wednesday:**

Explain how the character felt when returning from Aunt Roses for the weekend?


What does the word handed mean in the sentence “I handed my mother a plate of oatmeal cookies?”


**Thursday:**

How do you think the character would have felt if Aunt Rose had not planned any activities?


Describe what kind of person Aunt Rose is?


## The Robin's Nest 1.4

<b>There was a robin's nest outside our kitchen window. The</b>	<b>10</b>
<b>nest was in a tall bush. The mother robin sat in the nest all day</b>	<b>25</b>
<b>long. One day when I was watching, the mother bird flew away.</b>	<b>37</b>
<b>I saw the eggs she was sitting on. There were four blue eggs.</b>	<b>50</b>
<b>I watched and watched. Pretty soon the eggs started to move.</b>	<b>61</b>
<b>I watched some more until the eggs started to crack. Finally, the</b>	<b>73</b>
<b>eggs hatched. I saw four baby birds. The baby birds opened their</b>	<b>85</b>
<b>beaks wide. I heard them peeping. Soon the mother bird came</b>	<b>96</b>
<b>back. Then the mother robin put worms in their mouths.</b>	<b>106</b>
<b>Every day I watched the baby birds and their mother. Pretty</b>	<b>117</b>
<b>soon the babies were so fat there was no room for the mother.</b>	<b>130</b>
<b>Then one morning the nest was gone from the bush.</b>	<b>140</b>
<b>"Mom!" I cried. "Something has happened to the robins!"</b>	<b>149</b>
<b>We went outside and looked around. The nest lay on the</b>	<b>160</b>
<b>ground. It was still in one piece. But there were no robins</b>	<b>172</b>
<b>anywhere. Just then, we heard chirping. We looked up, just in</b>	<b>183</b>
<b>time to see five robins fly away.</b>	<b>190</b>
<b>Goodbye, little robins!</b>	<b>193</b>

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_



**The Robin's Nest 1.4 Use Complete Sentences**

**Monday:**

What did the author see outside the kitchen window?


Underline the letter that tells us there is more than one egg in the sentence? "There were four blue birds."


**Tuesday:**

How would you take care of the birds if they were yours?


What is another word for "hatched?"


**Wednesday:**

What caused the robin's nest to fall on the ground?


What part of the story did you like best?


**Thursday:**

Predict where the robins might have flown to?


What would you use to construct your own robin's nest?


## My Rock Collection 1.5

**I started a rock collection. It began when I visited the coast. There were so many rocks on the beach. They were wet and shiny from the water. They came in many beautiful colors. They were pink, green, black, and white. Some rocks had been worn by the waves. One even had a hole in it. When the rocks dried they were not so colorful.**

12  
24  
35  
46  
60  
65

**I found more rocks when we went to the desert. They are made of sandstone. They are dark red and tan. They are rough. Some sparkle like gold and silver.**

77  
89  
95

**When we went to the mountains I found more rocks. They are red and full of little holes. They are called lava. Lava is rock that became so hot it melted. Then it cooled. There are different kinds of lava. Some kinds of lava are shiny and black. They feel like glass.**

106  
120  
132  
145  
147

**My favorite rocks came from the river. They are round and smooth. They got that way when the water ran over and over them.**

158  
170  
171

**I like rock collecting. Wherever I go, I can pick up new rocks. It doesn't cost a penny. I keep my rocks in a shoebox under my bed. I'm going to take them to school for sharing day.**

183  
196  
209

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_

**My Rock Collection 1.5 Use Complete Sentences**

**Monday:**

List the places where the author collected rocks?


Describe the author's favorite rocks and where they came from?


**Tuesday:**

List the type of rocks the author collected on the beach?


Illustrate below the types of rocks the author collected on the beach.


**Wednesday:**

Explain how desert rocks are different from river rocks?


Why does the character like collecting rocks?


**Thursday:**

If you were the main character in the story, what would you like to collect?


Would you recommend rock collecting to your friends?


## The Snow Person 1.6

<b>This morning when I woke up it was freezing cold. I looked</b>	<b>12</b>
<b>out and the ground was covered with white. It had snowed</b>	<b>23</b>
<b>during the night. Mom said there would be no school because of</b>	<b>35</b>
<b>the snow. She said I could go outside and play in the snow. I had</b>	<b>50</b>
<b>to eat a hot breakfast first.</b>	<b>56</b>
<b>I dressed in my warm clothes. I wore mittens and a stocking</b>	<b>68</b>
<b>cap. Mom helped me with my rubber boots. I was so bundled up</b>	<b>81</b>
<b>I could hardly walk.</b>	<b>85</b>
<b>The grass was covered with soft snow and it was very quiet.</b>	<b>97</b>
<b>Then all my friends came out to play. It wasn't quiet for long!</b>	<b>110</b>
<b>My friends helped me make a snow person. We made snowballs</b>	<b>121</b>
<b>first. We rolled them up until they were big. Then we stacked</b>	<b>133</b>
<b>three big balls of snow on top of each other.</b>	<b>143</b>
<b>Mom let us use one of Dad's old hats. We used rocks for</b>	<b>156</b>
<b>buttons and eyes. My friend found a carrot to use for the nose.</b>	<b>169</b>
<b>We made arms from branches and ears from small snowballs.</b>	<b>179</b>
<b>Our snow person sure looked handsome.</b>	<b>185</b>
<b>Then we lay down on the snow. We moved our legs and</b>	<b>197</b>
<b>arms back and forth. That's how you make snow angels. Mom</b>	<b>208</b>
<b>brought out cups of steaming hot chocolate. They had</b>	<b>217</b>
<b>marshmallows on top and tasted wonderful.</b>	<b>223</b>
<b>The next morning all that snow had melted. Only the hat lay</b>	<b>235</b>
<b>where the snow person had been.</b>	<b>241</b>

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**The Snow Person 1.6 Use Complete Sentences**

**Monday:**

What did the author have to do before he/she went out to play?


What does the word “**white**” mean in the following sentence?

“I looked out and the ground was covered with “**white**.”


**Tuesday:**

Does this story remind you of something you have done on a snowy day?


Illustrate below what you did on your snowy day.


**Wednesday:**

What caused the Snow Person to melt?


How did the author feel after he woke up the next morning and saw that the snow person had melted?


**Thursday:**

If you had to give the Snow Person a name, what would it be?


How would you have felt if your snow person had melted?


## The Cell Phone 1.7

**My dad has a cell phone. He’s a salesman and drives all over the state. He uses the cell phone to let people at his work know what his customers need. He can ask someone at the office to help a customer before he returns. He can call home and tell us he’s going to be late.**

**13  
27  
39  
52  
57**

**Until last week my mother didn’t have a cell phone. She said she didn’t need one. She said we had more important things to spend our money on. Then on the way home her car ran out of gas. She was way out in the country. It was almost dark. She had to walk a long way to a house and ask to use the phone. Then she had to walk back to the car and wait for the tow truck to come.**

**69  
81  
95  
109  
125  
140**

**When she tried to call us our line was busy. I started to worry because she was very late. My dad didn’t know where she was. Finally she got home. It was almost my bedtime.**

**154  
166  
175**

**My mom said, “I think I am ready for a cell phone now.”**

**188**

**My dad said, “You are right. We will buy you one tomorrow. Then you will feel safe and I won’t worry.”**

**200  
209**

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent’s Signature: \_\_\_\_\_**

**The Cell Phone 1.7 Use Complete Sentences**

**Monday:**

Explain why did mother not have a cell phone?


Give examples of how dad uses his cell phone?


**Tuesday:**

Do you know of a time where a cell phone has come in handy for you?


How do you think mom felt when she was way out of the country?


**Wednesday:**

What events caused mom to say “I think I am ready for a cell phone now.”


What part of the story did you like best?


**Thursday:**

If you had your own cell phone what would you use it for?


Imagine you were out in the country, what would you do?


**The New Baby 1.8**

<b>The family next door has a new baby. The baby is a little</b>	<b>13</b>
<b>girl. Her name is Robin. She was born about two months ago.</b>	<b>25</b>
<b>Everyone on our street is happy about the new baby. Nobody</b>	<b>36</b>
<b>else on our street has a baby. All the kids in our neighborhood</b>	<b>49</b>
<b>are older.</b>	<b>51</b>
<b>It was pretty quiet at night before baby Robin came. But</b>	<b>62</b>
<b>Robin cries a lot at night. Her crying wakes me up. My mother</b>	<b>75</b>
<b>says she has her days and nights all mixed up. Mom says she</b>	<b>88</b>
<b>isn't old enough to know nights are for sleeping. She doesn't</b>	<b>99</b>
<b>know her days are for eating, growing, and playing.</b>	<b>108</b>
<b>During the day Robin sleeps almost all the time. She never</b>	<b>119</b>
<b>hears dogs barking or the radio. If the doorbell or phone rings,</b>	<b>131</b>
<b>she keeps on sleeping. She doesn't wake up when I come home</b>	<b>143</b>
<b>from school. She never wakes up when we play hide and seek in</b>	<b>156</b>
<b>her yard.</b>	<b>158</b>
<b>Then one night Robin slept the entire night. Everyone in our</b>	<b>169</b>
<b>family had a good night's sleep. Then Robin was wide awake the</b>	<b>181</b>
<b>next day. When I came home from school Robin was still awake.</b>	<b>193</b>
<b>Her mother said I could hold her on my lap. She looked at me</b>	<b>207</b>
<b>and smiled. I like Robin but I'm glad she lives next door.</b>	<b>219</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_



**The New Baby 1.8 Use Complete Sentences**

**Monday:**

What part of the day does Robin sleep most of the time?


List the things that do not wake Robin up while she is sleeping?


**Tuesday:**

How do the neighbors feel about the new baby?


Do you know anyone who has a baby like Robin? If so, explain.


**Wednesday:**

How do you think the character felt when Robin slept the entire night?


How did the author feel when he/she held Robin on his/her lap?


**Thursday:**

What would happen if Robin still had her days and nights mixed up?


How would you feel if there was a new baby in your house?


## A Birthday Party for Twins 1.9

<b>I went to a birthday party last week. It was for my two</b>	<b>13</b>
<b>friends. They are twins. That means they look just the same.</b>	<b>24</b>
<b>They have the same birthday. They are in my class at school.</b>	<b>36</b>
<b>My mom and I went shopping for presents. I picked out two</b>	<b>48</b>
<b>presents. I got a red yo-yo and a book.</b>	<b>57</b>
<b>Lots of people came to the party. The twins got many</b>	<b>68</b>
<b>presents. The best part of the party was the food. There were hot</b>	<b>81</b>
<b>dogs and hamburgers. They even had two birthday cakes. One</b>	<b>91</b>
<b>cake was chocolate and one was angel food. There were two</b>	<b>102</b>
<b>flavors of ice cream. I liked the mint chip best. There were two</b>	<b>115</b>
<b>flavors of punch, too. I tried them both.</b>	<b>123</b>
<b>I liked everything I tasted. When I got home my tummy hurt.</b>	<b>135</b>
<b>I think I ate too much. Next time I go to a party I will not eat so</b>	<b>153</b>
<b>much. I won't eat two kinds of cake. I will just eat one kind. I</b>	<b>168</b>
<b>won't eat a hot dog and a hamburger. I won't have two cups of</b>	<b>182</b>
<b>punch. I won't have two dishes of ice cream, either. I will just</b>	<b>195</b>
<b>have one dish. Then I can have a good time at the party and not</b>	<b>210</b>
<b>get a tummy ache.</b>	<b>214</b>

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_

**A Birthday Party for Twins 1.9 Use Complete Sentences**

**Monday:**

Which 2 presents did the author pick to take to the party?


Make a list of the food at the party?


**Wednesday:**

What caused the author to get a tummy ache?


What part of the story did you like best?


**Tuesday:**

Does this story remind you of a party you have attended?


What do you predict the author will do next time he goes to a party?


**Thursday:**

Plan your Perfect Birthday Party. What would you want?


Do you think being a twin is fun? Why or why not?


## The Train Trip 1.10

<b>Mom and I went to visit Grandpa. We rode all the way across</b>	<b>13</b>
<b>the state. I never had to wear a seat belt. That’s because we rode</b>	<b>27</b>
<b>on the train.</b>	<b>30</b>
<b>I like to ride the train. I can walk all around the train car</b>	<b>44</b>
<b>whenever I want. We never have to pull over at a rest stop. I can</b>	<b>59</b>
<b>make my seat lay down almost like a bed. If we get hungry or</b>	<b>73</b>
<b>thirsty we can buy snacks.</b>	<b>78</b>
<b>There is even a kid’s room with toys and games. Once they</b>	<b>90</b>
<b>showed a movie. I made friends with a boy my age.</b>	<b>101</b>
<b>When you get on the train they tell you where to sit.</b>	<b>113</b>
<b>Someone comes and takes your tickets. The suitcases go over the</b>	<b>124</b>
<b>seats.</b>	<b>125</b>
<b>I like watching everything zip by when the train goes fast.</b>	<b>136</b>
<b>Sometimes the train goes faster than the cars. The whistle blows</b>	<b>147</b>
<b>When the train goes over crossings. You can look in people’s</b>	<b>158</b>
<b>back yards. I waved at some people as we went by. They waved</b>	<b>171</b>
<b>back.</b>	<b>172</b>
<b>Finally we got to Grandpa’s city. I could see him waiting for</b>	<b>184</b>
<b>us. He waved and came to pick up our suitcases. Next week</b>	<b>196</b>
<b>we’ll go home the same way we came, on the train.</b>	<b>207</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent’s Signature:** \_\_\_\_\_

**The Train Trip 1.10 Use Complete Sentences**

**Monday:**

Who was the author going to visit?


What does the word “zip” mean in this sentence: “I watch everything zip by.”


**Tuesday:**

Why does the author like to travel on the train?


Does the story remind you of a trip you have taken?


**Wednesday:**

How is it different to ride in a train and in a car?


Why do you think people wave as the train passes by?


**Thursday:**

How would you feel if you couldn't go on a school field trip?


If you were taking a trip where would you go?  
How would you get there?


## The Ice Cream Truck 1.11

<b>It was so hot yesterday. I was tired of running in the</b>	<b>12</b>
<b>sprinkler. I was tired of splashing in the wading pool. I was tired</b>	<b>25</b>
<b>of drinking ice cold water. I didn't want to play. It was too hot.</b>	<b>39</b>
<b>Then I heard it! Familiar music was playing somewhere. It</b>	<b>49</b>
<b>was coming closer and closer. I knew that music. It came from</b>	<b>61</b>
<b>the ice cream truck. It was not far away.</b>	<b>70</b>
<b>I asked my babysitter if we could buy something cold to cool</b>	<b>82</b>
<b>ourselves off. She said yes and gave me some money. I went</b>	<b>94</b>
<b>outside and waited. The ice cream truck came closer and closer.</b>	<b>105</b>
<b>But it kept stopping. Other kids were buying cold treats.</b>	<b>115</b>
<b>"His truck will be empty when he gets here," I said.</b>	<b>126</b>
<b>My babysitter said, "Just wait, it's a hot day and all the kids</b>	<b>139</b>
<b>want a treat."</b>	<b>142</b>
<b>Pretty soon there were five kids waiting for the ice cream</b>	<b>153</b>
<b>truck. Finally he arrived and got out of the truck. I ran over and</b>	<b>167</b>
<b>asked what kind of treats he had.</b>	<b>174</b>
<b>He said, "I'm all out of everything except root beer</b>	<b>184</b>
<b>Popsicles. Will that be okay?"</b>	<b>189</b>
<b>I nodded. Root beer Popsicles are my favorite. I took my</b>	<b>200</b>
<b>Popsicle and went back to our yard. I sat under the maple tree</b>	<b>213</b>
<b>and ate it. It was so good. It cooled me off. I felt so much better.</b>	<b>229</b>

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_

**The Ice Cream Truck 1.11 Use Complete Sentences**

**Monday:**

Did the story take place in the winter or the summer?


What was the author tired of doing?


**Tuesday:**

Besides the ice cream truck, do you know of other vehicles that make noise so people know it is coming?


Draw a picture of this vehicle?


**Wednesday:**

How did the author feel when he thought all the ice cream was gone?


What would happen if there were 10 kids waiting for ice cream instead of 5?


**Thursday:**

What else could the kids eat or drink to cool them off?


What would you do to keep cool on a very hot day?


## The Tea Party 1.12

<b>My friend and I opened my dress-up box. She saw all the</b>	<b>13</b>
<b>clothes inside. She wanted to play dress-up with me. So we put</b>	<b>26</b>
<b>on dresses. We wore hats and gloves. We put on high heeled</b>	<b>38</b>
<b>shoes. We pretended we were grown-ups.</b>	<b>45</b>
<b>Then we went outside. I rang the doorbell. We waited. When</b>	<b>56</b>
<b>my mother opened it she looked surprised.</b>	<b>63</b>
<b>“Well, hello, ladies,” she said. “What are your names?”</b>	<b>72</b>
<b>I said, “Our names are Mrs. Brown and Mrs. Baker.”</b>	<b>82</b>
<b>She asked if we’d like to come in for a tea party. We said</b>	<b>96</b>
<b>yes. She told us to come in and sit in the dining room.</b>	<b>109</b>
<b>Then she went into the kitchen. She got out china cups and</b>	<b>121</b>
<b>the tea pot. She boiled water and made tea. She poured it in our</b>	<b>135</b>
<b>tea cups. She put fancy cookies on a plate. She sat down beside</b>	<b>148</b>
<b>us. She put on a purple hat. She still acted like we really were</b>	<b>162</b>
<b>ladies.</b>	<b>163</b>
<b>We drank our tea and tasted the cookies. She said we could</b>	<b>175</b>
<b>come for tea again sometime. After my friend left I asked my</b>	<b>187</b>
<b>mother if she knew who we really were. She just smiled.</b>	<b>198</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent’s Signature:** \_\_\_\_\_



**The Tea Party 1.12 Use Complete Sentences**

**Monday:**

What were the girls playing/pretending?


Can you explain why the mother was surprised when she opened the door?


**Tuesday:**

Have you ever pretended to be someone else?  
What was it?



**Wednesday:**

How did the girls feel when they were all dressed up?


Compare a tea party to a birthday party?


**Thursday:**

Suppose there was another girl in the story?  
What would her name be?


What part of the story did you like best?


## The Beach 1.13

I love going to the beach. It is fun to run on the wet sand. I like it when the big waves come. The salty water splashes on my toes. I also like making sand castles. I always write my name in the sand with a stick. When the tide comes in, the water washes my name away.

16  
29  
42  
55  
58

One of my favorite things to do at the beach is to watch the animals. The seagulls wait for the tide to come in. Their feet make trails on the sand. The crabs hurry to get back in their holes under water. The sea lions pop their heads up in the waves. The sea lions have big brown eyes and bark like dogs.

72  
84  
98  
111  
121

Sometimes the water is too cold to go swimming. Then I search for things in the sand. I find pieces of driftwood and seaweed. I look for shells and sand dollars. Sometimes I find pretty shells. I like to take them home. I keep the shells on a shelf in my bedroom. Whenever I want to, I look at the shells in my room. I think about the fun I have at the beach.

132  
144  
155  
169  
183  
195

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**The Beach 1.13 Use Complete Sentences**

**Monday:**

What is one of the author's favorite things to do at the beach?


What is this story about?


**Tuesday:**

Can you think of another place where you can see different animals?


Does this story remind you of anything?


**Wednesday:**

How does the author feel about going to the beach?


What part of the story did you like best?


**Thursday:**

What would happen if the author couldn't go to the beach anymore?


Would you want to go to the beach? Why or why not?


## The Farmer's Market 1.14

I like summer because we go to the farm to buy fresh fruit and vegetables. You can buy big red tomatoes and corn on the cob. They sell peaches, melons and berries. My favorites are corn and peaches.

13  
25  
35  
38

Sometimes we pick the fruit right off the trees or bushes. Sometimes the farmer has already picked it and puts it in baskets. He puts out samples to taste.

49  
60  
67

Once we picked black cherries. They were so good. You could eat as many as you wanted to. We could even reach the cherries from the ground.

77  
90  
94

We can also pick flowers to take home. Sometimes we can pet the sheep and goats. We always ask first. The farm dog is always happy to see us. She likes to be petted, too.

105  
118  
129

When fall comes we go to the same farm and pick out pumpkins. They sell apples and nuts. You can sample fresh apple cider. We bought an apple pie to take home.

141  
152  
161

Last year we walked in the farm's corn maze. I could hide in the tall corn. I almost got lost. We went on a wagon ride through the apple trees. We saw a giant pumpkin. It was so big nobody could take it home.

174  
188  
201  
205

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: \_\_\_\_\_

**The Farmer's Market 1.14 Use Complete Sentences**

**Monday:**

What fruit do they sell at the farmer's market?


The author writes about summer. What other season is discussed in the story?


**Tuesday:**

Have you ever bought food at a farmer's market?


What did you buy? Illustrate below.


**Wednesday:**

Why is it different to buy fruit at a farmer's market or a grocery store?


How would you feel if you almost got lost in a corn maze?


**Thursday:**

Imagine you had owned a farmer's market, what would you sell?


Choose one thing from the story that you would not want to do. Why or why not?


**My Big Sister 1.15**

**I have a big sister. She is six years old and I am four. We play together sometimes. I like to play with her, but there are times she makes me upset. She can be a bully. Sometimes she takes my playthings away from me. She can be mean to me. I don't like it when she's mean. But she says I'm just her little brother.**

**15  
27  
39  
52  
65  
66**

**So I tell my parents. Then my sister gets into trouble and gets punished. She has to take a time out and stay in her bedroom. She can't come into my bedroom. Then she acts nice again. Mom says she is learning how to be a nice big sister.**

**79  
92  
103  
115**

**We're getting a new baby at our house next month. We don't know if it's a boy or a girl. I hope it's a brother so I can play trucks with him. My sister hopes it's a sister so she can play dolls with her.**

**127  
144  
157  
160**

**No matter what it is, a boy or a girl, soon I will be a big brother. But I'm not going to upset the baby. I won't make the baby cry and I'm not going to be a bully. I won't take playthings away. I'll be nice, not mean, and I won't need any time outs.**

**176  
189  
203  
216**

**I can't wait for our new baby to come.**

**225**

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature: \_\_\_\_\_**

**My Big Sister 1.15 Use Complete Sentences**

**Monday:**

How old is the big sister?


What is the problem in the story?


**Tuesday:**

Does this story make you think of your family?


Why you think the older sister is a bully?


**Wednesday:**

What might happen when the new baby is born?


If you were waiting for a new baby, what would you do?


**Thursday:**

What could you do if there was a bully at school that was bothering you?


Do you think being a bully is good or bad?


## Camping at Home 1.16

<b>My brother and I have a pup tent. Our uncle used it when he</b>	<b>14</b>
<b>went backpacking. It’s too small for him now. Dad helped us put</b>	<b>26</b>
<b>it up in the back yard. It’s just big enough for my brother and</b>	<b>40</b>
<b>me. We put our sleeping bags inside. They fit perfectly.</b>	<b>50</b>
<b>Dad said, “Now you can camp in the backyard.”</b>	<b>59</b>
<b>He said we could make a camp under the maple tree. My</b>	<b>71</b>
<b>uncle said we could use his old backpack and dishes in the camp.</b>	<b>84</b>
<b>We had to pretend to have a campfire. We pretended to prepare</b>	<b>96</b>
<b>dinner. We pretended to eat hot dogs and roast marshmallows.</b>	<b>106</b>
<b>It was getting dark. Dad asked us if we wanted to sleep</b>	<b>118</b>
<b>outside.</b>	<b>119</b>
<b>“Sure!” we said.</b>	<b>122</b>
<b>We climbed into our sleeping bags. Dad and Mom zipped</b>	<b>132</b>
<b>them up. Dad gave us each a flashlight.</b>	<b>140</b>
<b>“We’ll leave the door open,” he said.</b>	<b>147</b>
<b>Mom said, “You can come into the house anytime you</b>	<b>157</b>
<b>want.”</b>	<b>158</b>
<b>They said good night and went in the house. They turned out</b>	<b>170</b>
<b>the lights. We were all by ourselves. Then we heard strange</b>	<b>181</b>
<b>noises outside. We missed our beds. So we came in and went to</b>	<b>194</b>
<b>sleep in our own beds. But we still camp during the day!</b>	<b>206</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent’s Signature:** \_\_\_\_\_



**Camping at Home 1.16 Use Complete Sentences**

**Monday:**

Using your context clues, find the meaning of a “pup tent.”


What are the important events in the story?  
(Clues-First-Next-Last)


**Tuesday:**

Have you ever been camping?  
(Where/When)


Make a drawing of your camping trip.


**Wednesday:**

What caused the campers to go inside the house?


How is camping in the woods different than camping at home?


**Thursday:**

If you were camping with your friends, what things would you take?


Did you enjoy this story why/why not?


## My Lemonade Stand 1.17

<b>It was a very hot day and I was bored. My sister was bored,</b>	<b>14</b>
<b>too. I asked my mom what we could do. She said we could have</b>	<b>28</b>
<b>a lemonade stand. But she said we couldn't argue. We said we</b>	<b>40</b>
<b>would get along.</b>	<b>43</b>
<b>I was in charge of the sign and the stand. I found a card table</b>	<b>58</b>
<b>and put it on the sidewalk. I took out two chairs. Then I made a</b>	<b>73</b>
<b>sign. It said, "Lemonade, ten cents."</b>	<b>79</b>
<b>My sister made the lemonade. She took out lemons and sugar</b>	<b>90</b>
<b>and water. She added ice cubes. Mom gave us a plastic jug to</b>	<b>103</b>
<b>use. She said we could use plastic cups, too.</b>	<b>112</b>
<b>Even before we sat down the mailman stopped.</b>	<b>120</b>
<b>"It's a hot day and I could use a cool drink," he said.</b>	<b>133</b>
<b>Then some big kids on bikes stopped. They bought two cups</b>	<b>144</b>
<b>each. By the end of the day we had sold twenty cups of</b>	<b>157</b>
<b>lemonade. My sister had to make the lemonade three different</b>	<b>167</b>
<b>times. We counted our money. We had made three dollars.</b>	<b>177</b>
<b>But my mom said the best part was that my sister and I</b>	<b>190</b>
<b>worked together.</b>	<b>192</b>
<b>"I'm proud of you," she said. "You can have a lemonade</b>	<b>203</b>
<b>stand another day, if you want."</b>	<b>209</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_

**My Lemonade Stand 1.17 Use Complete Sentences**

**Monday:**

How much was a cup of lemonade?


What three ingredients do you need to make lemonade?


**Tuesday:**

Have you ever sold anything?


Predict how much lemonade the girls will make the next time they sell lemonade.


**Wednesday:**

Compare homemade lemonade to powdered lemonade?


What do you think the girls will do if they continue to sell lots of lemonade?


**Thursday:**

Imagine you are the owner of a store, what would you sell?


Do you think selling lemonade is a good way to make money?


## The Frog 1.18

<p><b>I heard a frog outside. It said, “rivet, rivet.” I went to see where it was. I looked under the porch. I looked under the car. I looked all around the backyard. I even looked in the garbage can but I could not see a frog.</b></p>	<p><b>13</b> <b>27</b> <b>39</b> <b>46</b></p>
<p><b>I kept hearing the frog, so I sat on the porch and listened. When I heard it again, it sounded like it was so close I could touch it. I looked all around me, but I still could not see the frog. I waited until the sun went down and the moon came up. I couldn’t wait any longer because it was my bedtime. My mother said it was bedtime and I had to go inside. I heard the frog again when I was in bed.</b></p>	<p><b>59</b> <b>73</b> <b>88</b> <b>101</b> <b>112</b> <b>127</b> <b>132</b></p>
<p><b>“Mom,” I called. “The frog is still outside. Can I keep searching for it?”</b></p>	<p><b>143</b> <b>146</b></p>
<p><b>“No,” she said. “It’s too late and you have to go to sleep now. You can look tomorrow.”</b></p>	<p><b>159</b> <b>164</b></p>
<p><b>The next day I sat outside where I thought the frog was. I sat really quietly to see if I could hear the frog. I thought I saw something move in the grass. Then the frog just jumped up out of the grass. It came right up to me. It made the same sound again, “rivet, rivet.”</b></p>	<p><b>178</b> <b>192</b> <b>204</b> <b>218</b> <b>221</b></p>
<p><b>I think that frog was saying hello to me.</b></p>	<p><b>230</b></p>

<u>Practice in class</u>	<u>Practice at home</u>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent’s Signature:** \_\_\_\_\_

**The Frog 1.18 Use Complete Sentences**

**Monday:**

Can you name the animal that story is about?


Why didn't the author continue to look for the frog?


**Tuesday:**

What else could the author do to try and find the frog?


Predict what the author would do if he caught the frog?


**Wednesday:**

Compare a frog to a tadpole.


The frog seemed to be hiding why do you think it is hiding?


**Thursday:**

Can you make up a story about a frog?


Do you think it is right to capture animals?


## The Birthday Present 1.19

<b>My favorite birthday present ever was from great-grandma.</b>	<b>9</b>
<b>She gave me a crisp ten dollar bill! It was the most money I've</b>	<b>23</b>
<b>ever had to spend.</b>	<b>27</b>
<b>I thought and thought about how to spend it. I could take a</b>	<b>40</b>
<b>friend to the movies. My friend and I could go to the wave pool.</b>	<b>54</b>
<b>I could buy a new book. I could spend it on candy. I could buy</b>	<b>69</b>
<b>myself a new T-shirt. Or, I could go to the toy store.</b>	<b>81</b>
<b>I decided to go shopping. The toy store is full of neat things.</b>	<b>94</b>
<b>First I looked at games. They all cost more than ten dollars. Then</b>	<b>107</b>
<b>I looked at the magic tricks. I already had most of them. The</b>	<b>120</b>
<b>puzzles cost too much, too. Then I looked at the sports</b>	<b>131</b>
<b>equipment. Everything cost a lot more than ten dollars.</b>	<b>140</b>
<b>Then I saw the books. There were rows and rows of them. I</b>	<b>153</b>
<b>spotted a joke book. It looked just right for me. It was only five</b>	<b>167</b>
<b>dollars. I asked mom if my friend and I could go for ice cream.</b>	<b>181</b>
<b>She said yes. We had chocolate ice cream sodas for five dollars.</b>	<b>193</b>
<b>I think I really got my money's worth with that ten dollars. I</b>	<b>206</b>
<b>have a new book and my friend and I had a special treat.</b>	<b>219</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature: \_\_\_\_\_**

**A Birthday Party for Twins 1.19 Use Complete Sentences**

**Monday:**

Who gave the writer their best birthday present?


List the things the writer thinks of doing with the money.


**Tuesday:**

What was the last thing the writer looked at that cost too much money?


Have you ever wanted to buy something that cost more money than you had? What did you do?


**Wednesday:**

What was the first thing the writer thought about buying?


Why was the writer not able to buy this?


**Thursday:**

What kind of book does the writer decide to buy?


What does the writer do with the money left from buying the book?


**My Soccer Team 1.20**

<b>I am so happy! I just found out I can be on the soccer team.</b>	<b>15</b>
<b>We have our first practice on Saturday. We practice at my school right after lunch.</b>	<b>27</b>
	<b>30</b>
<b>Our team is called the Blue Bombers. Our colors are blue and white so I get to wear blue shorts and a blue and white shirt. The number on my shirt is seven. I'm seven years old, too. I think seven must be my lucky number.</b>	<b>42</b>
	<b>57</b>
	<b>70</b>
	<b>76</b>
<b>We play our first game next week on Saturday. I can't wait to play. My dad said if I practice a lot I will do well at the games. My dad is going to practice with me tonight.</b>	<b>88</b>
	<b>105</b>
	<b>114</b>
<b>Right after dinner my dad is going to take me to the store to buy some soccer shoes and a soccer ball. Then we will play on the grass by my school. My dad will help me to kick the ball and to run fast and kick the ball at the same time.</b>	<b>128</b>
	<b>141</b>
	<b>156</b>
	<b>167</b>
<b>I am so excited I don't think I will get to sleep tonight. I need to sleep so that I can be rested and strong for my soccer practice.</b>	<b>182</b>
	<b>195</b>
	<b>196</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature:** \_\_\_\_\_



**The Soccer Team 1.20 Use Complete Sentences**

**Monday:**

What is the name of the soccer team?


What is the author going to do to prepare for the game?


**Tuesday:**

Does this story remind you of a team you know?


Predict what the author will do on Friday night?


**Wednesday:**

Why does the author say the number 7 is lucky?


Compare a soccer team to a baseball team.


**Thursday:**

If you wanted to give the team a new name, what would it be?


Do you think playing sports is fun? Why or why not?


## Riding the Bus to School 1.21

<b>I ride a big yellow bus to school. I stand on the corner of our</b>	<b>15</b>
<b>street with my friends and we wait for the bus. My friend’s</b>	<b>27</b>
<b>grandma waits with us. When it’s raining, she holds an umbrella</b>	<b>38</b>
<b>to keep us dry. Sometimes when it’s cold she brings us hot</b>	<b>50</b>
<b>chocolate.</b>	<b>51</b>
<b>I leave my house to walk to the bus stop after my parents go</b>	<b>65</b>
<b>to work. I watch the clock so I know when to leave. Sometimes</b>	<b>78</b>
<b>mom phones me from her office to remind me. Sometimes she</b>	<b>89</b>
<b>can’t call, so I have to be sure to watch the time.</b>	<b>101</b>
<b>Our bus driver puts his flashing yellow lights on and then</b>	<b>112</b>
<b>stops right next to us. When he has stopped he turns the red</b>	<b>125</b>
<b>lights on so all the cars will stop. He makes sure we are all</b>	<b>139</b>
<b>sitting down before he starts to go. He watches out for us very</b>	<b>152</b>
<b>carefully.</b>	<b>153</b>
<b>My friends and I are the first ones to be picked up by the bus.</b>	<b>168</b>
<b>We like to sit right behind the bus driver and watch while he</b>	<b>181</b>
<b>picks up all the other kids. We know where everyone lives. By</b>	<b>193</b>
<b>the time we get to our school, the bus is almost full. Sometimes</b>	<b>206</b>
<b>the kids get noisy and the driver has to remind us to keep it</b>	<b>220</b>
<b>down. He says their noise makes it hard for him to concentrate</b>	<b>232</b>
<b>and drive safely. I am glad that our bus driver is so careful.</b>	<b>245</b>

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent’s Signature:** \_\_\_\_\_

**Riding the Bus to School 1.21 Use Complete Sentences**

**Monday:**

What does the grandma do when it is raining?


The reader can tell that the friend’s grandma cares about them because.....?


**Tuesday:**

What does the student do after his parents go to work?


How does he know when to leave?


**Wednesday:**

What will probably happen if the student’s mother does not call, and he forgets to watch the time?


Why does the bus driver turn the red lights on?


**Thursday:**

The reader can tell that the bus driver watches out for them because.....?


What word or words in paragraph four help the reader know what *concentrate* means?


**Twins 1.22**

**Six years ago my family grew from two people to four people in one day. That was the day my sister and I were born. That was the day Mom and Dad had to start buying two of everything. My mom and dad say we were much more than twice the work of one baby. They also said we gave back more than twice as much love and fun.**

**11  
25  
38  
49  
62  
69**

**We look just alike because we are identical twins, but we don't act just the same. My sister likes peas and beans and I hate them. I like grape juice and she likes apple juice. She likes to read. I would rather climb a tree than read a book.**

**80  
94  
107  
118**

**Mom and Dad are the only ones who can tell us apart when we dress the same. They know the secret. I have a mole on my ear and my sister doesn't. We look so much alike that we can even fool Grandma and Grandpa.**

**131  
145  
158  
163**

**It's nice to be a twin sometimes. We always have someone our own age who will share our secrets. Sometimes we don't want to share everything. Sometimes it is nice to have my mom or my toys all to myself. Dad says we aren't really that much alike because no person is exactly like anyone else.**

**174  
185  
197  
210  
219**

<b><u>Practice in class</u></b>	<b><u>Practice at home</u></b>
<b>M</b> _____	<b>M</b> _____
<b>T</b> _____	<b>T</b> _____
<b>W</b> _____	<b>W</b> _____
<b>Th</b> _____	<b>Th</b> _____

**Parent's Signature: \_\_\_\_\_**

**Twins 1.22 Use Complete Sentences**

**Monday:**

Why did the family grow from two to four people in one day?


Write a summary for paragraph one.


**Tuesday:**

What does mom say about how much work twins are?


What do they give back?


**Wednesday:**

Which sentence in paragraph two shows that the twins are not identical in every way?


How are the twins not alike?


**Thursday:**

How do the twins feel about being twins?


What words in paragraph two help the reader know what identical means?


## Open House at My School 1.23

We had open house at my school last week. My whole family went: my mom, my grandma, and I. We sat together at my table in my room. It was a tight squeeze for my mom and grandma, but they made it. My class has second and third graders in it. Some of my friends were there and their families came, too. My best friend was there. His stepfather and mother sat with him at his table. They took up the whole table because his little brother came along. I waved at him.

12  
25  
38  
51  
63  
75  
87  
93

My other friend and her big sister came, too. Their family had two classes to visit at the same time because her brother goes to my school, too. Her mom went to her brother’s room, and her big sister came to her room.

104  
117  
130  
136

I like my teacher a lot. Our room looked really nice. Our teacher had been saving all of our best penmanship and drawings. They were hung all over the walls. My grandmother could tell right away which ones were mine. She used to be an artist. She says I take after her.

148  
158  
168  
181  
188

My teacher told all the parents how important it is for them to make sure we do our homework. He said anytime they have questions about us they can talk to him. Afterwards he talked to my mom and me. He said what a good job I was doing and my mom gave me a big hug when we left.

200  
212  
224  
239  
248

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent’s Signature:** \_\_\_\_\_

**Open House at My School 1.23 Use Complete Sentences**

**Monday:**

When was the open house?


Why was it a “tight squeeze” for mom and grandma?


**Tuesday:**

In paragraph three what does the word *penmanship* mean?


You can tell that the author likes art and is good at it because?


**Wednesday:**

How does the student feel about his teacher?


How can you tell that the teacher is interested in his students?


**Thursday:**

How do you think the student felt at the end of the evening?


What makes you think that?


## Colors of the Rainbow 1.24

I decided my favorite color is the rainbow. It has all the colors in it: red, yellow, blue, green, and purple. They are all my favorite colors. How could I ever choose just one?

12  
25  
34

Red makes me feel like smiling. I love red cards and shiny red apples. My favorite type of candy is a red gum drop. My favorite flower is a red rose. I'm happy when I get to see a red sunset.

46  
59  
74  
75

Blue makes me feel like taking a nap. My bed is fluffy blue and white with clouds all over it. I love the blue sky and ocean. Blue bubble gum is the best flavor of ice cream.

88  
102  
112

Yellow makes me feel like jumping rope. I love the sun in summer and the full moon in the fall. Our meadow is full of yellow flowers that dance in the breeze. Applesauce is one of my favorite treats, and it is kind of yellow. Fuzzy yellow ducklings always make me laugh.

124  
137  
149  
160  
164

Green makes me feel like climbing a tree. I love playing in the grass and the fields. Green gummy bears and pears are my special snacks. My favorite place to go is a park filled with trees and grass.

176  
188  
201  
203

Purple makes me feel like eating grapes. I use my purple crayon so much it is almost gone. My favorite backpack is purple, too. Whenever anyone asks me what my favorite color is, I tell them it is a rainbow.

214  
225  
236  
243

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: \_\_\_\_\_



**Colors of the Rainbow 1.24 Use Complete Sentences**

**Monday:**

What sentence or sentences in paragraph two helps the reader know how the student feels about the color red?


List the red items that the author likes?


**Tuesday:**

Why is the “rainbow” the student’s favorite color?


What word or words in paragraph one help the reader know what a rainbow is?


**Wednesday:**

Paragraph four is mostly about....?


In paragraph three what word means the opposite of best?


**Thursday:**

Which color makes the character feel like climbing a tree?


Which color makes the character feel like eating grapes?


## The Wind Has a Job to Do 1.25

I learned that the wind is important for more than flying kites or making our wind chime make music. Without the wind, our world wouldn't have any people, food, or animals. Wind moves the heat from the sun all around the planet. Without the wind, about half of the earth would be too hot for any living thing. Most of the rest of the earth would be too cold. In fact, most of our country would be under ice.

Wind is useful to all living things. It brings moisture up from the oceans into the air. Then the wind blows the moisture around. The moisture falls as rain, dew, or snow and ice.

Many plants and trees depend on the wind. The wind helps them spread their seeds to new places. Wind also blows pollen around so trees, grass, and grains can ripen. Without the wind, farmers couldn't grow corn or wheat. Bees help the wind spread pollen. Their job is to fly from blossom to blossom with pollen on their feet and wings.

You can see for yourself how the wind spreads seeds. The next time you see a yellow dandelion that has turned into a white puffball, blow it. Or, if you find a maple tree seed with wings that looks like a helicopter, throw it. You'll see all of the seeds go flying and you will be helping the wind do its job.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**The Wind has a Job to Do 1.25 Use Complete Sentences**

**Monday:**

*I learned that the wind is important for more than flying kites or making our wind chime make music.* Is this sentence from paragraph one a fact or an opinion?


What word or words in the sentence help you to decide?


**Wednesday:**

In what way are plants and trees dependent on the wind?


In what two ways is pollen spread from plant to plant?


**Tuesday:**

From paragraph one, give two examples of how the wind makes it possible for us to live on earth.


What happens before moisture falls as rain dew, or snow and ice?


**Thursday:**

What is it about the seeds in paragraph four that makes it possible for the wind to blow them around?


What word in paragraph four means the opposite of grab?


## Writing My Life Story 1.26

<b>Today our teacher said we would each write a story. She said</b>	<b>12</b>
<b>if we wanted we could draw pictures to go with it. I decided to</b>	<b>26</b>
<b>write my life story. I started with the night I was born. I drew a</b>	<b>41</b>
<b>picture of me as a tiny baby. I wrote about what my first words</b>	<b>55</b>
<b>were and how I liked to play.</b>	<b>62</b>
<b>When I was little I was always making tall towers. My</b>	<b>73</b>
<b>grandfather said he thought I would build hotels when I grew up.</b>	<b>85</b>
<b>I drew a picture of me playing with my blocks.</b>	<b>95</b>
<b>I also liked to ride my scooter and swing on the swings in the</b>	<b>109</b>
<b>park. I drew pictures of me on my scooter and a picture of my</b>	<b>123</b>
<b>dad pushing me on the swing. The next picture is of me licking</b>	<b>136</b>
<b>an ice cream cone and getting it all over me. I still love chocolate</b>	<b>150</b>
<b>ice cream.</b>	<b>152</b>
<b>Then I wrote about my first day at school. I wrote about how</b>	<b>165</b>
<b>I cried and cried because I didn't want my mother to leave me. I</b>	<b>179</b>
<b>made a drawing of me with a sad face. The last page is about my</b>	<b>194</b>
<b>last birthday party. I drew of picture of me blowing out the</b>	<b>206</b>
<b>candles on my birthday cake. There are six candles and I blew</b>	<b>218</b>
<b>them all out.</b>	<b>221</b>

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**Writing My Life Story 1.26 Use Complete Sentences**

**Monday:**

Why does the author begin his/her story with the night he/she was born?


What did he write about after he drew the picture of him/herself as a tiny baby?


**Tuesday:**

What leads the grandfather to believe that he/she will one day build hotels?


Which sentence for the story shows how he/she feels about ice cream?


**Wednesday:**

*I also liked to ride my scooter and swing on the swing in the park?* Rewrite this sentence using a synonym for the word liked.


What is paragraph three mostly about?


**Thursday:**

Which sentence in paragraph four shows how he/she felt about his/her first day of school?


How old is the main character? How can you tell?


## I'm a Good Babysitter 1.27

When I turned twelve years old I got to babysit for the first time. My aunt asked my parents if I could babysit my cousin. My aunt and uncle wanted to go to the movies. They said they would pay me! My cousin is two and still wears diapers. She knows me pretty well because my mother and my aunt are sisters. We spend a lot of weekends together and we live in the same town.

My parents talked it over and said yes. My uncle picked me up after supper and took me to their house. My cousin was waiting at the door. She was ready for bed and wearing her slippers. My aunt told me when to change her and put her in bed.

My aunt said we could both have graham crackers and apple juice for a snack and that my cousin loved bedtime stories. She gave me her cell phone number in case I had a problem. Mom called me about three times while I was babysitting. She said it was to make sure I was doing okay.

My cousin didn't even cry when her mom and dad drove away. I read her 'Goodnight, Moon,' and 'Pat the Bunny.' I washed her face and changed her. She didn't even cry when I put her in bed. Once my aunt called to see if everything was all right. I just watched TV until they came home. I think babysitting is fun and I hope my aunt asks me again.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: \_\_\_\_\_

**I'm a Good Babysitter 1.27 Use Complete Sentences**

**Monday:**

Why do the main character's aunt and uncle need a babysitter?


What can you tell from the first paragraph about how the main character feels about babysitting?


**Tuesday:**

What happened right before he/she saw his/her cousin waiting at the door?


Why did the aunt give him/her, her cell phone number?


**Wednesday:**

This story takes place at \_\_\_\_\_.


*My uncle picked me up after supper and took me to their house.* What is a synonym for supper in this sentence?


**Thursday:**

What sentence in paragraph four helps the reader know that the baby cousin was not upset when her parents left?


How does the main character feel at the end of the story? Do you think she will want to baby sit in the future?


## Playing Shuffleboard with Grandpa 1.28

There is a shuffleboard court where my grandpa lives. Most of the men there play shuffleboard. Grandpa likes to play and sometimes he takes me with him. He says I can be his partner anytime. Grandpa is a very good player and often wins.

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Shuffleboard is played on a very smooth walk. Grandpa waxes the walk before a game. Each player uses a long stick to push disks down the walk. You try to get the disks into spaces marked with numbers. You can get seven, eight, or ten points. You can lose ten points if your disk lands in the wrong section. You have to be very careful about how you push the disks.

53  
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Grandpa taught me how to play shuffleboard when I was five. He says the secret to playing well is to push the disk very smoothly. If you push too fast, the disk goes much too far. If you jerk the stick; it goes off the side of the court.

103  
115  
125  
139

Last week there was a special family day at my grandpa's place. There were contests and games for people to play. Grandpa said I could be his partner in shuffleboard. We got the most points of any of the other teams and won a blue ribbon. Grandpa says I'm the shuffleboard champ of all time.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: \_\_\_\_\_



**Playing Shuffleboard With Grandpa 1.28 Use Complete Sentences**

**Monday:**

What in paragraph one lets the reader know that shuffleboard is a popular game where the grandpa lives?


What words in paragraph one help the reader know what shuffleboard means?


**Wednesday:**

What is the secret to playing shuffleboard well?


What is paragraph three mostly about?


**Tuesday:**

Why is it important that surface of the playing area be smooth?


How is it possible to lose ten points in shuffleboard?


**Thursday:**

Why do you think grandpa allowed him/her to be his partner?


What word in paragraph two means about the same thing as flat?


## I Want to Fly in Space 1.29

When I grow up I want to fly in space. I have my plan all worked out. First I will go to college and then I am going to learn how to fly planes. I will fly very fast planes that can go faster than the speed of sound. When I can fly planes very well, I will learn how to fly space ships.

I will get to wear a silvery space suit and live inside a space ship. I will be inside the space ship when we blast into space. When I am up in space, I will watch the sun and moon come up every day. I will be so close to the stars that I can count them. Maybe I will see other space ships and wave as they go by. I will float around whenever I want. It will be just like flying.

I will get to put on my space suit and walk in space. When I look down I will see the green and blue earth far below. I might even be able to see where I live. I will be on TV to describe what I see. The whole world will be watching and listening to me.

When we get to the moon, I will walk all across the surface. It will be dusty and crunchy. I will pick up samples of moon rocks to bring back. I want to drive all over the moon in a little moon buggy. I will plant the flag on the moon. I might even see some little green aliens running around. I can't wait to fly in space.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

**Parent's Signature:** \_\_\_\_\_

**I Want to Fly in Space 1.29 Use Complete Sentences**

**Monday:**

What does the main character say he will do right after he goes to college?


In paragraph one what goal is he/she working towards?


**Wednesday:**

What does the main character believe he/she will be able to do because of the closeness of the stars?


What word in paragraph three means the opposite of above?


**Tuesday:**

What word or words in paragraph three help the reader know what describe means?


How will the main character feel if he is able to accomplish what he says he will at the end of the story?


**Thursday:**

The author wrote this story most likely to.....?


What is paragraph four mostly about?


## The New Bookstore 1.30

Grandma said, “I want to take you and your sister to the new bookstore at the mall.” She picked us up from school and drove us to the mall. The bookstore is huge. There are books on pets, gardens, hobbies, and travel. There are rows of magazines and papers. There are tapes, videos, greeting cards, and calendars.

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The new bookstore is so big it even has a place to get something to eat. We asked Grandma if we could have a snack. She said that we could have cookies and juice. Grandma had coffee.

70  
82  
93  
94

Grandma wanted to look at the cookbook section. She showed us where she would be. Then she took us to the children’s corner. It was perfect for us. There were pillows and stuffed toys everywhere. The tables and chairs were all our size. There were more books than I had ever seen in one place. It was even bigger than the library. My sister started looking at picture books. I found books about magic tricks.

103  
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169

Grandma found us and said she was almost ready to go. She said because we were so good we could each pick out a book to buy. My sister got *When You Give a Mouse a Cookie*. I got a book about secret magic tricks.

181  
195  
209  
214

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: \_\_\_\_\_

**The New Bookstore 1.30 Use Complete Sentences**

**Monday:**

In paragraph one what word is the opposite of small?


List the types of media can be found at the bookstore?


**Tuesday:**

Where is the bookstore?


What other activities can they do at the bookstore?


**Wednesday:**

What does the main character believe he/she will be able to do because of the closeness of the stars?


How can you tell that the children's corner is meant to be used by children?


**Thursday:**

What kind of books most interest the main character?


What information in paragraph four helps the reader know how the children in the story behave?
