

► Read the words in the box. Look at the pictures. Write the word from the box that completes each sentence.

hide
kid

slide
eyelid

ride
inside

wide
hid



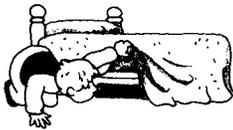
1. I _____ under the tires in the playground.



2. I _____ my horse.



3. I _____ down the hill on my sled.



4. The cat _____ under the bed yesterday.



5. I stayed _____ the house.



6. The stream is too _____ to jump over.



7. The _____ covers the eye.



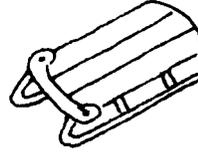
8. A young goat is a _____.

► Read the first word. Circle the pictures with names that have the same phonogram, *id* or *ide*.

1. side



slide

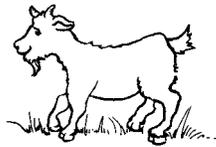


sled



snake

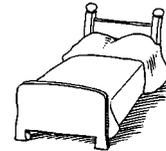
2. lid



goat



kid



bed

3. pride



ride



bridge



kite

► Read the words in the box. Write each word where it belongs below.

hide

wide

bid

kid

eyelid

inside

id

ide

4. _____

7. _____

5. _____

8. _____

6. _____

9. _____

To the Teacher Write the Spelling Words on the board: *hide, slide, ride, wide, pride, bid, kid, eyelid, inside, hid*. Ask volunteers to read the words aloud. Then have all of children recite the words with you. Stress the difference in the two vowel sounds. Then read aloud the directions and model completing the first item in both activities.

► Complete the sentences. Write a word from the box on each line.

sparkling

spotted

exciting

handsome

1.



The boy _____
the bird.

2.



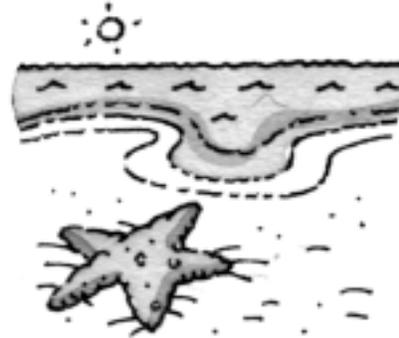
The _____
bird is good looking.

3.



It is _____
to watch the monkeys.

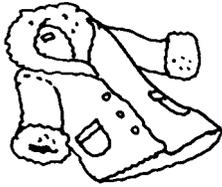
4.



The sun is _____
_____ on the
water.

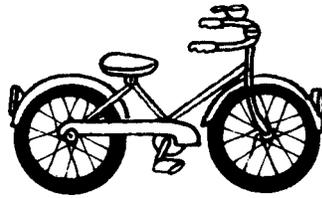
To the Teacher Read aloud the words in the box. Ask children to repeat the words after you. Start a conversation with children about their experience with animals pictured here. Note if they use any of the vocabulary words in their discussion. Direct attention to the first picture and read aloud the sentence, pausing at the blank. Then read the sentence again and have children say the word aloud to complete it. Direct them to write the word on the blank. Repeat the procedure for the remaining items. Then write the three remaining vocabulary words on the board. Ask children to complete this sentence orally with you, filling in the vocabulary word that fits best. Say: The color of the bird in the picture is (dull) gray. The monkeys (hardly) touch the trees as they swing (sideways).

► Name the pictures. Write the number of syllables you hear in each picture.



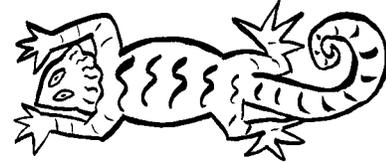
coat

1. _____



bicycle

2. _____



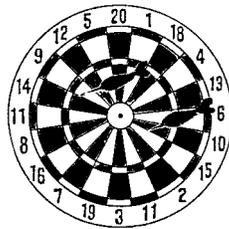
lizard

3. _____



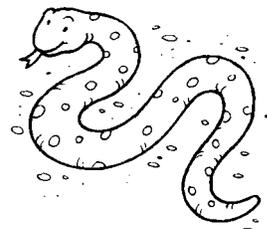
baseball

4. _____



target

5. _____



snake

6. _____



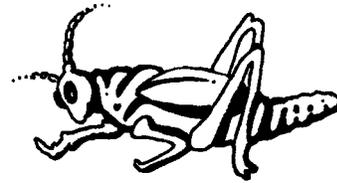
winter

7. _____



sleeping

8. _____



grasshopper

9. _____

To the Teacher Read the directions aloud and model completing the first item. Have children say the picture names with you. As they say each word, have them knock on their desks for each syllable they hear. Point out that understanding syllables, or how words divide into sound groups when you pronounce them, will help them to read and understand new words more easily.

- Read the paragraph. Then answer the questions.



Ana's class is going to the zoo. They will go on Friday. Ana wants to visit the monkey house. She also wants to see the seals and the big cats. Ana likes dolls. Ana can't wait until Friday.

- 1 What is the main idea of the paragraph?
- Ana likes to see the elephants.
 - Ana will see seals at the zoo.
 - Ana's class is going to the zoo.
 - Ana has never been to a zoo.

Tip

Reread the first sentence. The first sentence of a paragraph often has the main idea.

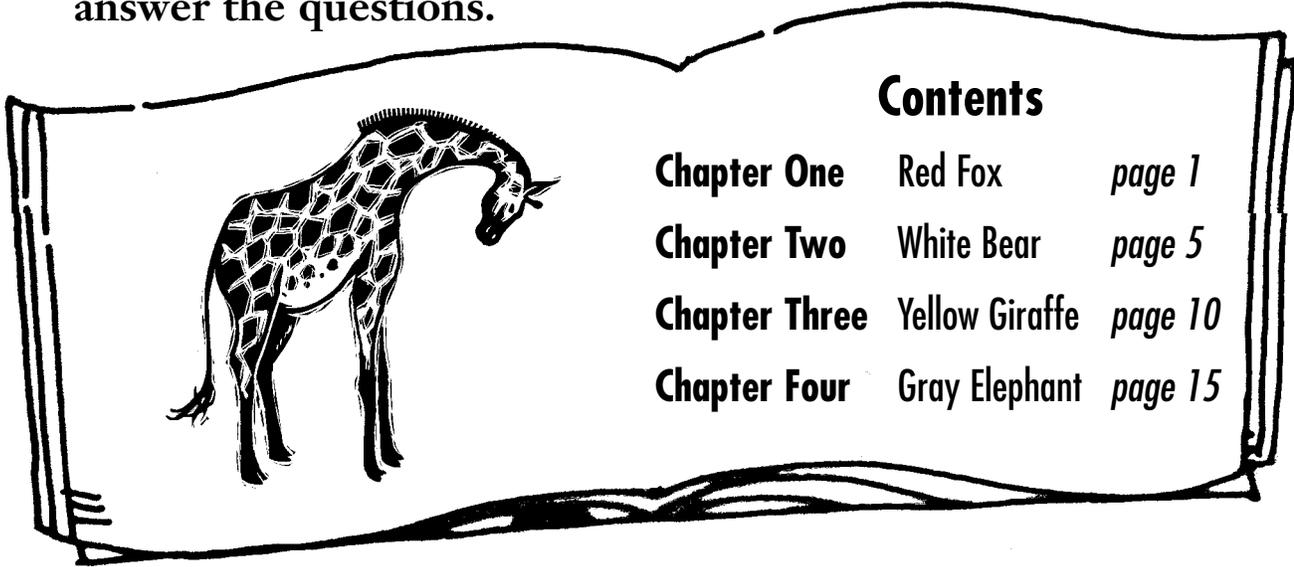
- 2 Which sentence does not belong in the paragraph?
- Ana will visit the monkey house.
 - Ana likes dolls.
 - The trip is planned for Friday.
 - She can't wait until Friday.

Tip

Think about Ana and the zoo. Then think about your main idea. Look for what does not seem to belong in the zoo.

To the Teacher Before reading, encourage children to talk about animals they like at the zoo. Keeping children focused on the topic of the test helps them to stay focused on the main idea. Remind children that the main idea is what a paragraph is mostly about. Read aloud the paragraph first, and then ask for a volunteer to read it aloud while the others follow along. Call attention to the tip boxes and read them aloud if necessary. Suggest that children check the paragraph again after they have read each question. Have them complete the page and then talk with a partner about their answers.

► Look at the Table of Contents page. Then answer the questions.



- 1 What is the title of Chapter One?
 - Animals of All Colors
 - Table of Contents
 - Red Fox

- 2 Which chapter is about the yellow giraffe?
 - Chapter One
 - Chapter Two
 - Chapter Three

- 3 Which page does Chapter Four start on?
 - page 5
 - page 10
 - page 15

Tip

The name of the chapter is next to the chapter number. Reread the words at the top of the page.

Tip

Look for the words “yellow giraffe.” Look at the number of each chapter.

To the Teacher Ask the children to take out one of the books in their desks. With a partner, have them look over and discuss some of the parts of a book. Then turn their attention to the page and read aloud the contents. If necessary, read through each question and discuss finding the answer together. Ask children to complete the last item by themselves.

Name _____

► Read the story. Circle all the words with *id* or *ide*. Then write all of the words on the chart.

hide

slide

ride

wide

did

eyelid

inside

hid



One day a _____ saw a lizard slide down a leaf. The lizard tried to hide, but the leaf was not very wide. Then the lizard saw a hole. It hid inside the hole. The girl closed one eyelid and peeked into the hole. Guess what the lizard did then? It came out. So, the girl picked up the lizard. She took it for a ride!

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____



To the Teacher Ask volunteers to read aloud the word list. Read aloud the story. Invite children to tell what happens in the story. Use pantomime, the pictures, and other context clues to help children understand the story. Then read aloud the directions and model finding the first word with the phonogram *id* or *ide*. Suggest that children cross off each word in the box as they circle it in the story.