

Name _____

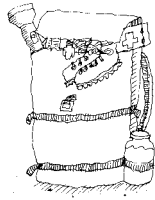
The Enormous Turnip

Phonograms:
-ack, -ock

► Write the letters *ack* or *ock* to complete each picture name.



1. cl_____



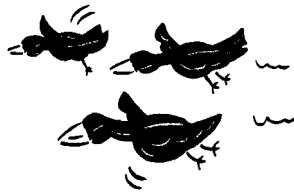
2. p_____



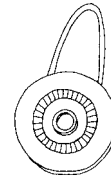
3. r_____ et



4. cr_____



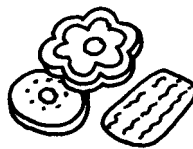
5. fl_____



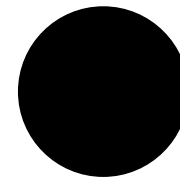
6. l_____



7. horseb_____



8. sn_____



9. bl_____

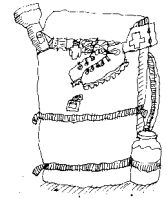
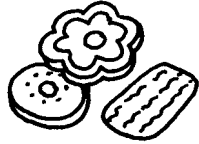
To the Teacher Read aloud the directions and model completing the first item. Have children complete the rest of the words and write the completed list on the board. Pronounce the words and have children repeat them. Ask children to nod their heads when they pronounce a word with *ock*, and to raise a hand when they pronounce a word with *ack*.

Name _____

The Enormous Turnip

Phonograms:
ack, ock

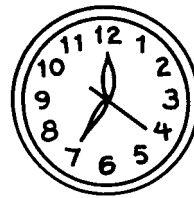
► The picture names in each row rhyme.
Complete the words using *ack* or *ock*.



1. sn _____

cr _____

p _____



2. fl _____

cl _____

s _____



3. s et _____

p et _____

r et _____

To the Teacher Read the directions aloud and model completing the first item. Reinforce the concept of rhyming and the sound of the *ack* and *ock* phonograms. Work through the alphabet with children to see how many rhyming words they can form by using the *ack* ending. Then repeat the activity to see how many rhyming words they can form by using the *ock* ending.

Name _____

► Read each question. Write a word from the box under the picture that answers the question.

grew

enormous

granddaughter

strong

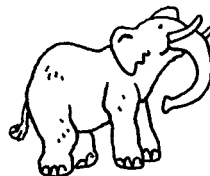
1. Which one **grew**?



2. Who is the **granddaughter**?



3. Who is **enormous**?



4. Who is **strong**?



To the Teacher Talk with children about planting and any experience they have with gardens. Read aloud the directions and have children read aloud the words in the box with you. Model completing the first item. Ask partners to describe what is happening in the pictures. Then read aloud the question, emphasizing the vocabulary word. Guide students to write the word under the correct picture and say the sentence aloud. Have partners work together to complete the page. Have students complete this sentence frame with the remaining vocabulary words: *We (planted) a (turnip).*

Name _____

The Enormous
Turnip

Syllable Pattern:
VCCV

► Read the words. Divide them into syllables
using a slash mark (/).



arrow

1. _____

barrel

2. _____

bottom

3. _____

comma

4. _____

happen

5. _____

pizza

6. _____

traffic

7. _____

yellow

8. _____

basket

9. _____

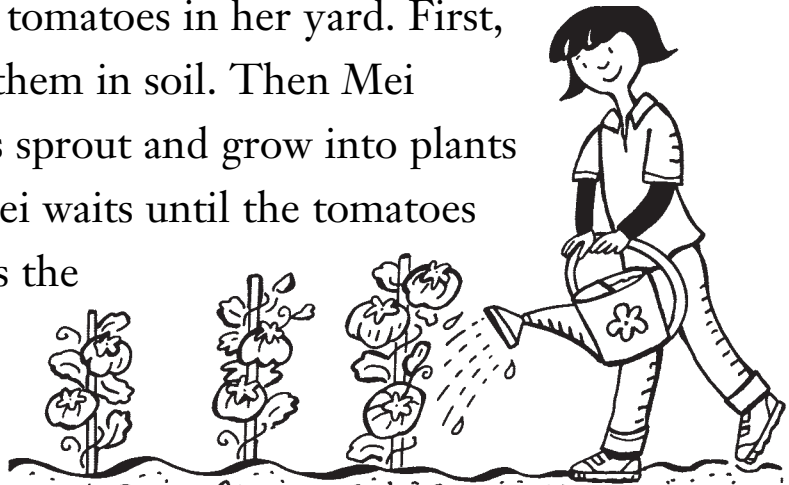
number

10. _____

To the Teacher Read the list of words aloud and ask children to repeat them after you. Read the list aloud again, this time pausing between the first and second syllables, again asking children to repeat after you. Then read aloud the directions and model completing the first item. Write V under each vowel. Then have children point out the two consonants that are the same in each word and ask them to identify the letters. Ask children to isolate these consonants by writing under them. Discuss the rule: divide the word between two like consonants that fall between two vowels. Then guide children through the activity.

► **Read the paragraph. Then answer the questions.**

Every year, Mei grows tomatoes in her yard. First, she buys seeds. She puts them in soil. Then Mei waters the soil. The seeds sprout and grow into plants with big red tomatoes. Mei waits until the tomatoes are ripe. Finally, she picks the tomatoes and gives them to her teacher.



1 The first thing Mei does to grow tomatoes is

- buy seeds.
- put the seeds in soil.
- water the soil.
- give the tomatoes to her teacher.

Tip

Find the sentence that begins with the word *first*. Find the answer that has the same words as in the sentence.

2 The last thing Mei does before she gives away the tomatoes is

- water the soil.
- put the seeds in soil.
- pick the tomatoes.
- wait until they are ripe.

Tip

Find the sentence that begins with the word *finally*. Find the answer that has the same words as in the sentence.

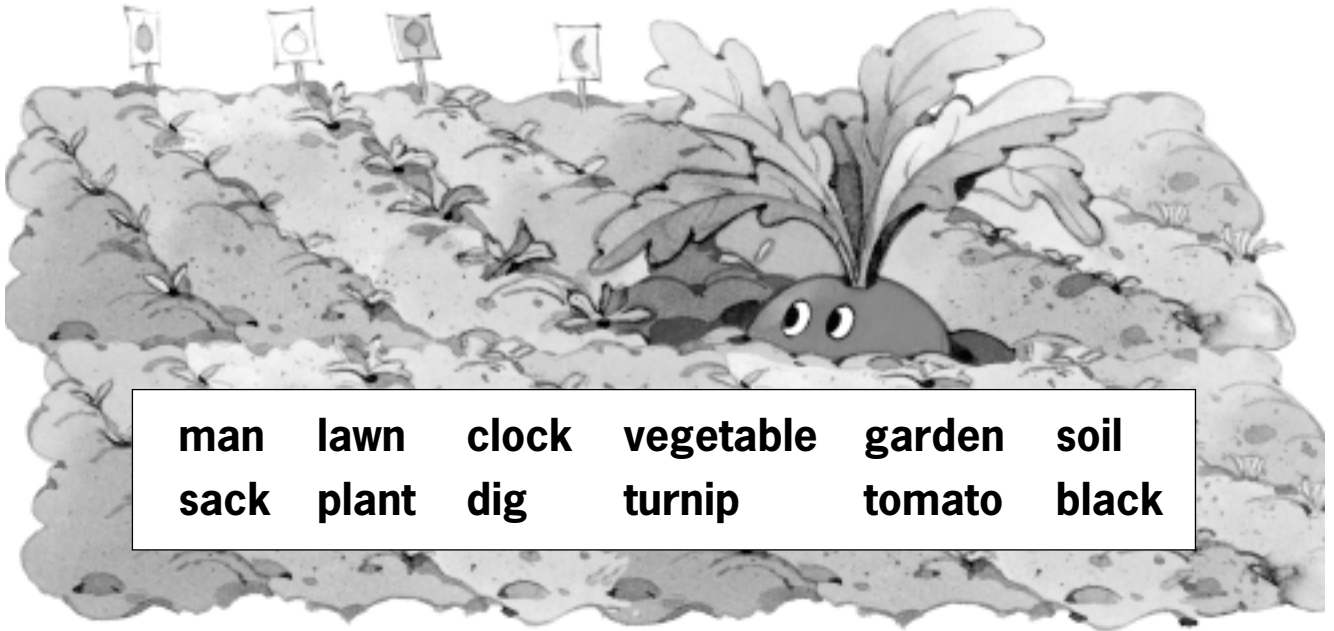
To the Teacher Point to chart or list of steps in a process that hangs on the classroom wall. For example, a chart for fire safety, the order of the day, or a school calendar. Point out that these steps can be called a sequence, which is what this page tests. Ask a volunteer to read aloud the paragraph. Ask the other children to look for words that help give sequence to the list of things for growing vegetables. Then remind children to use the tips in working on the page.

Name _____

The Enormous
Turnip

Alphabetical
Order

► Read the words in the box. Write the words in alphabetical order on the lines.



man lawn clock vegetable garden soil
sack plant dig turnip tomato black

1. black

2. clock

3. _____

4. garden

5. lawn

6. _____



7. plant

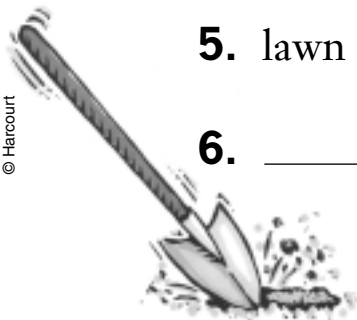
8. sack

9. _____

10. tomato

11. turnip

12. _____



© Harcourt



To the Teacher Talk first about gardens and planting to refresh childrens' minds about some of the words associated with gardening. Then have children work in pairs on this page. Suggest that they write the words on index cards. It is easier to manipulate the alphabet that way. After students have completed the page, have them put the names of three friends in alphabetical order.

Name _____

► Circle the answer to each riddle.

1. You did this when you finished a meal.

ail

ate

art

2. This is what a tire becomes if it runs over a nail.

flute

flat

flock



3. This is what you do when someone does something nice.

appreciate

apple

apply

4. This is someone who does lots of flips.

artist

acrobat

athlete



5. This is what you do when you make something.

create

carry

crimp

To the Teacher Reinforce the skill and write the words from this lesson on index cards: *sat, ate, acrobat, flat, that, fat, gate, appreciate, create, state*. Place the *-at* words in one pile and the *-ate* words in another. Have children take a card from each pile. Ask them to tell how their words sound and are spelled differently. Have them pantomime or illustrate what each word means. Then read the activity directions aloud and model completing the first item.