

Name _____

Hedgehog Bakes
a Cake

R-controlled
Vowels: /ôr/our

► Write the letters *our* to complete each picture name. Then trace all of the letters in the word.



1. _____ f _____



2. _____ c t _____



3. _____ p ed _____



4. _____ f th _____



5. _____ f teen _____

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To the Teacher List the Spelling Words on the board: *four*, *poured*, *your*, *course*, *court*, *fourteen*, *mourn*, *source*, *fourth*, *resource*. Read aloud each word, circling the *our* pattern as you go. Have the children repeat the words after you. Give examples to aid in the meaning of each word. Finally, read the activity directions aloud and complete the items together.

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► Read the words in the box. Write the word that makes each sentence tell about the picture.

four poured mourn fourth resource

1.



My sister is in _____ grade.

2.



A dictionary is a _____.

3.



The number before five is _____.

4.



People _____ when they are very sad.

5.



He _____ milk into the glass.

To the Teacher Write the five words in the activity on the board. Read each word aloud, stressing the /ôr/ sound, and have the children repeat it after you. Have volunteers use *four* and *fourth* in sentences. Demonstrate the differences using children as “counters” if possible. For example, Jesse, Anna, Ben, and Ricky are *four* students in this class. Help students understand the more abstract word *mourn* by pointing out that it describes a way people experience sadness. Ask: *Have you seen family members mourn? Why were they in mourning?* Finally, read the activity directions aloud and ask a student to complete the first item.

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

recipe

yellow cake

buttery

batter

1.



The boy reads a cake

_____.

2.



The boy mixes up the

cake _____.

3.



The boy will make a

_____.

4.



The cake will taste very

_____.

To the Teacher Read aloud the words in the box and have the children repeat the words after you. Ask the children *yes* and *no* questions using the vocabulary words such as: *Have you ever made a yellow cake? Did the cake taste buttery? Did you mix up the batter?* Then read aloud the first question, pausing at the blank. Have the children say the word aloud to complete the sentence and write the word on the blank. Repeat the procedure for the remaining items. Then have the children complete this sentence orally with the remaining vocabulary words: *The cake was (perfect) until the frosting got (smeared).*

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Syllable Pattern:
VCCV with Endings

► Say the words in the list to yourself. Write each word with the two endings. Listen to the number of syllables you hear. Write the word in syllables.

hammer

-s -ed

1. ham/mers

2. ham/mered

wonder

-s -ed

3. _____

4. _____

button

-s -ed

5. _____

6. _____

butter

-s -ed

7. _____

8. _____

carpet

-s -ed

9. _____

10. _____

border

-s -ed

11. _____

12. _____

To the Teacher Review the vowel sounds heard in each word in the activity. Point out that words are divided into syllables by the vowel sound you hear, not by the number of vowels in the word. Have children place their hands under their chins while saying the word *hammers*. Ask children to count how many times their chins drop (2 times). Tell them that this is how many syllables there are in the word *hammers*. Repeat with the words *hammered* and *hammering*. Remind children that slash marks between letters are the way to show the syllables. Finally, read the directions aloud and guide a volunteer to model reading through the item 1–2.

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

Friends can be alike and different. Mo and Bella are friends. They both like to bake cakes. Mo bakes tall cakes. Bella bakes short cakes. Mo frosts her cakes. Bella likes plain cake. Mo and Bella are alike. In other ways, they are different.

1 What word is a clue for things being the same?

- different
- alike
- cakes
- short



Tip

Look for the word that means *not different*.

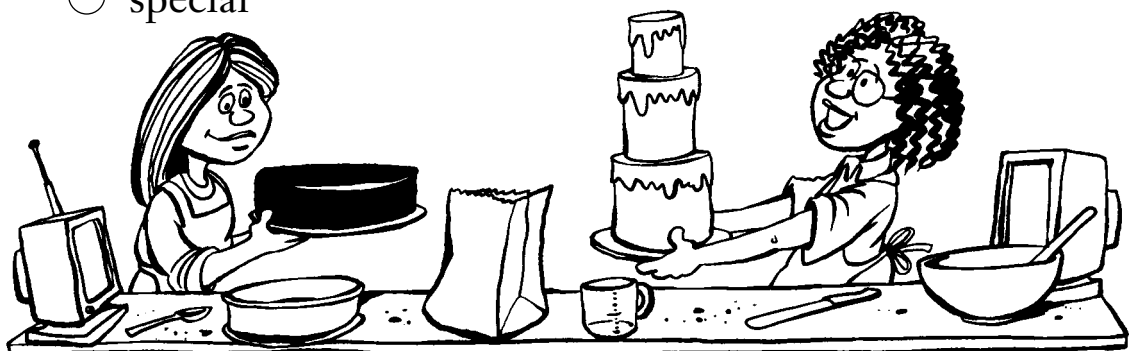
2 Which word means the same as cook?

- cake
- bake
- same
- special



Tip


Remember that synonyms are words with the same, or almost the same, meaning.



To the Teacher Name things around the classroom and ask for children to come up with synonyms for those names. Ask them to talk about ways in which they are alike and different from their friends. Then read aloud the paragraph and guide children to look at clues to help them figure out what words are alike. Have them finish the page. After, talk about their answers and use the word *synonym* to label the children's examples.

► Read the recipe. Then answer the questions.

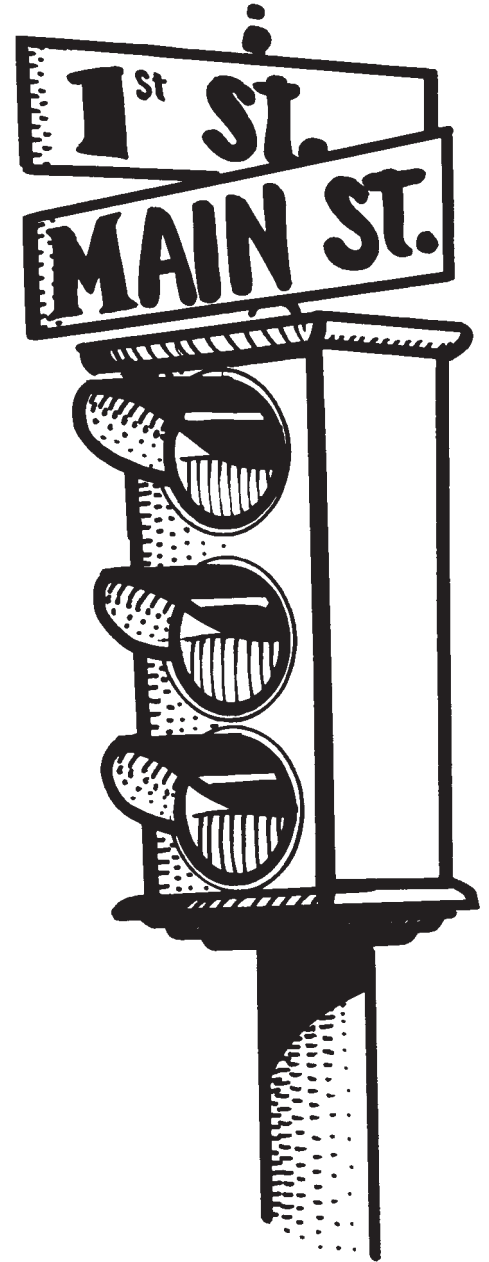
How to Make a Yummy Butter and Honey Sandwich

Things You Need	Directions
2 slices of bread	1. First, wash your hands.
1 stick of butter	2. Put all the things you need on the table.
1 jar of honey	3. Let the butter get a little soft.
knife	4. Put two slices of bread on a paper plate.
plate	5. Cut a small piece of butter. Spread it on the bread.
	6. Wash the knife in warm water.
	7. Spread a little honey on the bread.
	8. Put the slices of bread together.
	9. Last, eat the sandwich. Yum!

- What do you need to make the sandwich?
 - salt, eggs, bread, knife, plate
 - bread, jam, butter, knife, plate
 - bread, butter, honey, knife, plate
- What is the first thing you should do?
 - Put the bread on a paper plate.
 - Wash your hands.
 - Spread honey on the bread.
- When do you put honey on the bread?
 - after you wash the butter off the knife
 - before you butter the bread
 - right after you wash your hands

► Circle the abbreviation that answers each riddle.

1. A new year begins on the first day of me.
Dec. Aug. Jan.
2. I am the day you never go to school.
Wed. Sun. Tues.
3. You can follow me to get somewhere.
Mrs. St. Aug.
4. Polite children say me before a last name when they speak to a lady.
Mr. Dr. Mrs.
5. I have the longest name in the week.
Sun. Aug. Wed.
6. I am a person who helps you when you get sick.
St. Dr. Mr.



To the Teacher Write the following abbreviations on the board: *Sat., Sun., Mon., Tues., Wed., Thurs., Fri.* Ask the children what they mean. Invite children to tell about the days of the week in their first languages. Then write *Mr., Mrs., and Dr.* Have children discuss the corresponding words they use as forms of address in their first languages. Finally, read the activity directions aloud and ask a volunteer to help you complete the first item.