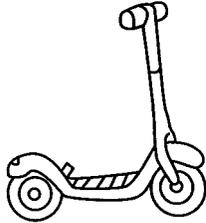


Name _____

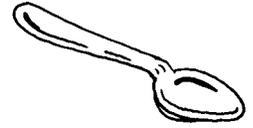
► Write the letters *oo* to complete each picture name. Then trace all of the letters in the word.



1. sc_____ter



2. b_____t



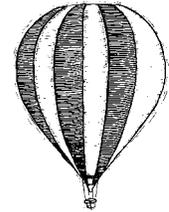
3. sp_____n



4. m_____n



5. r_____f



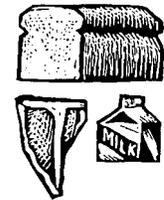
6. ball_____n



7. r_____ts



8. r_____m



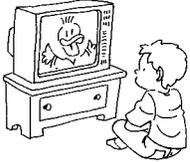
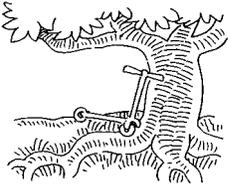
9. f_____d

To the Teacher Read aloud the directions and ask a volunteer to model completing the first item. Invite children to make the /oo/ sound as they add oo to each word. Have children think of words in their native language that contain the /oo/ sound. Have them compare spellings. If possible, ask children to translate these words into English.

Name _____

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

boot scooter cartoon smooth food roots

<p>1. </p>	<p>Sam watched a _____.</p>
<p>2. </p>	<p>Sam puts on his _____.</p>
<p>3. </p>	<p>He rode on his _____.</p>
<p>4. </p>	<p>The marbles feel _____.</p>
<p>5. </p>	<p>The tree has big _____.</p>
<p>6. </p>	<p>Sam ate his _____.</p>

To the Teacher Read aloud the words in the box and have children repeat them after you. Then read aloud the directions and ask a volunteer to model completing the first item. When children have finished the activity, invite them to pantomime the meaning of each sentence.

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

forecast

energy

discover

shed

1.



You can keep your tools in
the _____.

2.



The jumping girl has a lot
of _____.

3.



The weather _____
is sunny.

4.



The boys _____
a shell.

To the Teacher Read aloud the words in the box and have children repeat the words after you. Read aloud the first question, pausing at the blank. Have children say the word aloud to complete the sentence and write the word on the blank. When children have completed the page, ask questions about the pictures, such as *Do you keep tools in the shed?*, *Does the girl have energy?*, *Is the forecast sunny?* and so on. Ask children to draw a picture of the weather forecast. Finally, write this clue on the chalkboard: *where something comes from*. Have students find the remaining vocabulary word that matches the clue. (source)

Name _____

The Secret Life
of Trees

Syllable Pattern:
C -le

► Read the words in the box. Write each word in syllables.

babble

candle

fable

table

rattle

title

puddle

maple

cradle

little

1. fa/ble

2. bab/ble

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

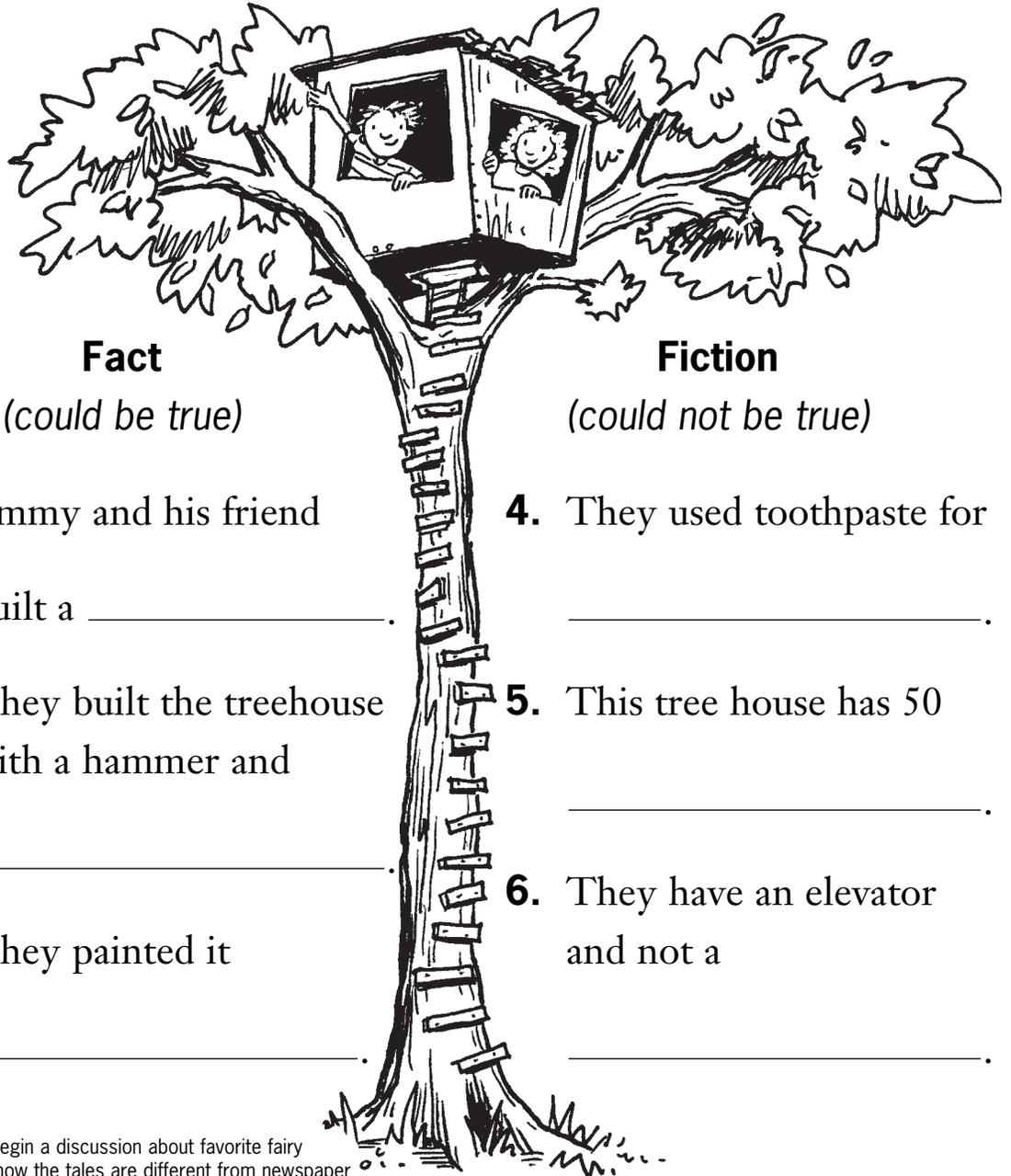
9. _____

10. _____

To the Teacher Review the long and short vowel sounds. Then write the word list on the board and read each word aloud, emphasizing the division between sounds by pausing between syllables: *fa-ble*, *bab-ble*. Have children repeat each word after you as you point to the syllables. Ask if students can predict which words will have a long first vowel sound by looking at the spelling. Help them to see that the vowels followed by single consonants usually have a long vowel sound. Then read the activity directions aloud and model completing the first item. Help students attach meaning to each word by working together to illustrate, pantomime, or use each word in a sentence.

► Read the story, and look at the picture. Then write a word to complete each sentence.

Jimmy and I built a treehouse. We built it with a hammer and wood. We used toothpaste for glue. The treehouse has 50 rooms. We have an elevator and not a ladder. We painted it blue.



Fact

(could be true)

Fiction

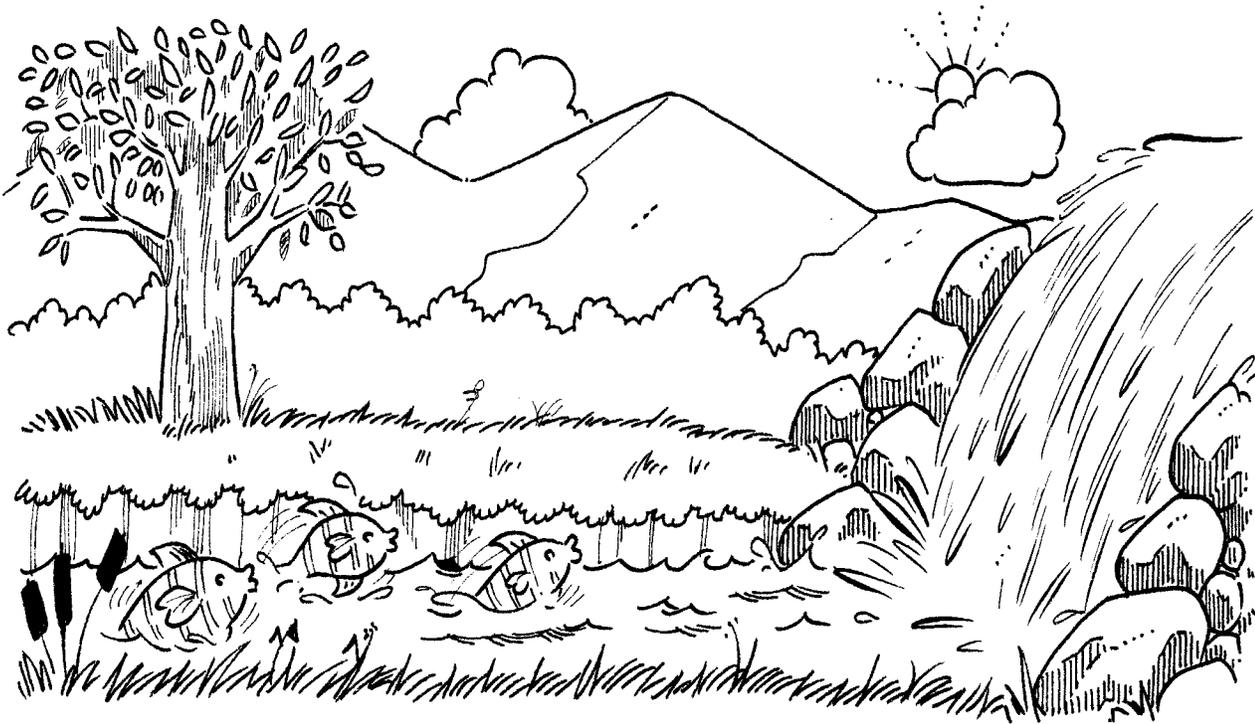
(could not be true)

- | | |
|--------------------------------------------------------------------|---------------------------------------------------------|
| <p>1. Jimmy and his friend built a _____.</p> | <p>4. They used toothpaste for _____.</p> |
| <p>2. They built the treehouse with a hammer and _____.</p> | <p>5. This tree house has 50 _____.</p> |
| <p>3. They painted it _____.</p> | <p>6. They have an elevator and not a _____.</p> |

To the Teacher Begin a discussion about favorite fairy tales. Ask children how the tales are different from newspaper articles. Explain that newspapers give facts, while fairy tales are not true, or fiction. Tell children that this exercise asks them to see the difference between fact and fiction. Read the paragraph with children. Have them use the art to help them fill in the correct word from the story. When they have completed the page, talk about how fact and fiction may sometimes be mixed in one story even though usually a story is either fact or fiction.

- Read the sentences. Do what they tell you.
Circle the words that contain *spr*, *str*, or *thr*.

A Walk by the Stream



1. It is springtime. The leaves sprout. Color the leaves green.
2. The waterfall sprays water. Color the waterfall blue.
3. The sun is peeking through the clouds. Color the sun yellow.
4. The stream looks cool. Color the water blue.
5. Three striped fish are swimming. Color the fish orange.

To the Teacher Read aloud the directions and the sentences. Have a volunteer model completing the first item. In each *spr*, *str*, or *thr* word above, ask children to cover all letters but *spr*, *str*, or *thr*. Then have them read aloud the uncovered letters. Next, have children cover *spr*, *str*, and *thr* in each word and read aloud the rest of the letters. Finally, have students remove their fingers from the page and combine the sounds for each word.