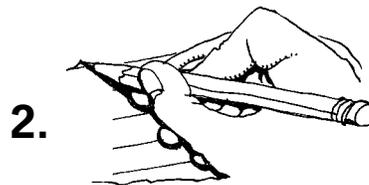
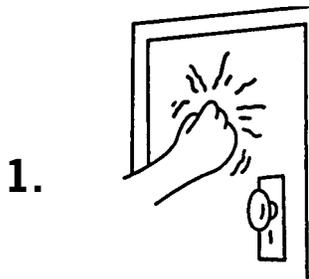


► Look at each picture. Write the word from the box that tells about the picture.

gnat  
sign

knee  
wrist

knock  
write



**To the Teacher** List these words with the consonant digraphs *gn*, *kn*, and *wr* on the board and point to them as you read them aloud: *gnash*, *knew*, *knight*, *knob*, *wrong*, *wreck*, *wriggle*. Using a different color chalk, ask the children to draw a line through the silent letter of each digraph. Then ask the children to pronounce each word, using this chart as a reference. Finally, read aloud the activity directions and the words in the box. Have a volunteer complete the first item.

► Read the word. Circle the picture that has the same sound that is underlined. Then write the name of the circled picture.

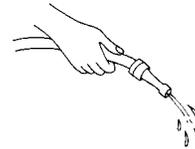
1. knew



2. gn



3. write



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

gnaw  
gnash

knob  
wrench

wrap  
knuckle

gnarl

know

wrestle

4. \_\_\_\_\_ 6. \_\_\_\_\_ 8. \_\_\_\_\_

5. \_\_\_\_\_ 7. \_\_\_\_\_ 9. \_\_\_\_\_

**To the Teacher** Point out the individual sounds of the letters *g*, *k*, *n*, *w*, and *r*. Explain to children that when these letters are paired (*gn*, *kn*, *wr*), they create a new sound. Have them repeat the sound made by each consonant digraph. Then read aloud the directions to the first activity and have a volunteer model completing the first item. Next, read aloud the words in the box. Demonstrate the meaning of each word using pictures and pantomime. Finally, read aloud the activity directions and ask a volunteer to model completing the first item.

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

**beneath**

**wrinkled**

**relay race**

**snug**

1. Who is **snug**?



\_\_\_\_\_

\_\_\_\_\_

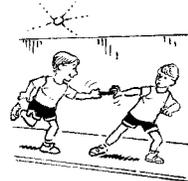
2. Who is **beneath**  
the tree?



\_\_\_\_\_

\_\_\_\_\_

3. Who runs a **relay**  
race?



\_\_\_\_\_

\_\_\_\_\_

4. Who is **wrinkled**?

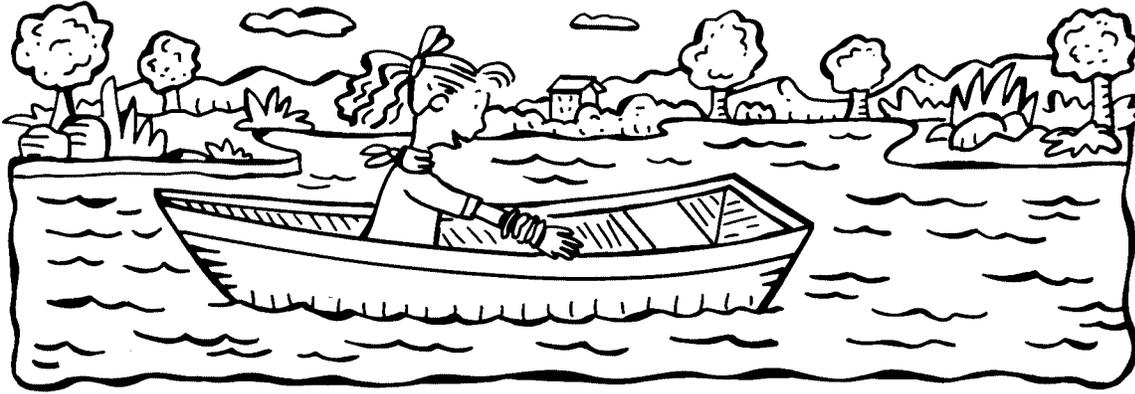


\_\_\_\_\_

\_\_\_\_\_

**To the Teacher** Read aloud the words in the box and have children read along with you. Demonstrate the meaning of some of the words. Crumple up a piece of paper. Hold a smooth sheet of paper next to it. Ask: *Which one is wrinkled?* Then ask two children to come to the front of the room. Hold a book over one child's head. Ask: *Who is beneath the book?* Put a coat around one child. Ask: *Who is snug?* Then read aloud the first item. Guide children to write the word under the correct picture and say the sentence aloud. Partners may work together to complete the page. Have children complete this sentence frame with the remaining vocabulary word: *The girl (knelt) by the lake that (shimmered).*

- Read the story. Underline the words that end in a consonant and *-le*. Then write each word on a line below and use a slash to show the syllables.



She had gold bangles on her wrist. They sparkled in the light. She dipped her hand in the lake. She moved her hand in circles. She could see ripples in the water. She started to giggle. She wrinkled her nose as she laughed.

1. ban/gles      2. spar/kled  
 3. \_\_\_\_\_      4. \_\_\_\_\_  
 5. \_\_\_\_\_      6. \_\_\_\_\_

- Write the word in the middle of this sentence that ends in a consonant and *-le*.
- \_\_\_\_\_

- Read the paragraph. Then answer the questions.

### Plenty of Fruit

Sammy turns the corner. He sees a watermelon! No, he sees ten watermelons! Then he sees piles of peaches with the watermelons. He sees a man with an apron stacking the peaches. Then Sammy runs to join his father at the check-out counter.

- 1 Where do you think the story happens?

- at Sammy's house  
 at school  
 at the market

#### Tip

Where can you see lots of fruits like the ones Sammy sees? Find the answer that matches your idea.

- 2 What do you think Sammy is doing?

- playing at school  
 buying food with his father  
 going swimming

#### Tip

Think about what happens at a checkout counter. Find the answer that matches your idea.



**To the Teacher** Have some pictures on hand and ask the children to figure out where each one was photographed. (For example, a place where the sand meets the ocean is the beach. A place with lots of buildings and people is a city.) Then read aloud the paragraph and tell children that they are to figure out what is happening and where it is happening from the details. Reread the paragraph and ask the children to listen to the details. Have the students complete the page. Then help them recognize how they figured out answers by using the details and what they know.

► Read the story. Circle all the words with *ear*. Write all of the words on the chart.

It was early morning. The animals of the earth were waking up. A bird heard a boy singing. It wanted to learn more. It wanted to search for the singing boy. The bird saw some children rehearse for a play. In the play, there was a girl with a pearl crown. The bird and the girl listened to the boy singing.



1.
2.
3.
4.
5.
6.
7.

**To the Teacher** Write the following spelling words on the board: *early, earth, heard, learn, search, rehearse, pearl*. Read the words aloud, and have the children repeat them after you. Ask volunteers to come up to the chalkboard, read a word, and circle the -ear vowel pattern. Read the directions to the exercise. Then read the paragraph aloud. Model the first exercise, and invite volunteers to find the -ear word in the second sentence. Guide children to write the word on the line. Pair fluent children with less fluent ones to complete the page.