# Contents

## SPRING FORWARD—THEME 1

<table>
<thead>
<tr>
<th>Inventory Unit</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
</tr>
<tr>
<td>Phonics: Short Vowel /a/</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
</tr>
<tr>
<td>Phonics: Short Vowel /a/</td>
<td>4</td>
</tr>
<tr>
<td>High-Frequency Words: “Let’s Tap”</td>
<td>5</td>
</tr>
<tr>
<td>Comprehension: Make Predictions</td>
<td>6</td>
</tr>
<tr>
<td>Phonics: Inflection -s</td>
<td>7</td>
</tr>
<tr>
<td>Grammar: Sentences</td>
<td>8</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td></td>
</tr>
<tr>
<td>Phonics: Short Vowel /a/</td>
<td>9</td>
</tr>
<tr>
<td>Spelling</td>
<td>10</td>
</tr>
<tr>
<td>Phonics: Short Vowel /a/</td>
<td>11</td>
</tr>
<tr>
<td>High-Frequency Words: “The Van”</td>
<td>12</td>
</tr>
<tr>
<td>Comprehension: Use GraphicOrganizers</td>
<td>13</td>
</tr>
<tr>
<td>Phonics: Phonogram -ag, -and</td>
<td>14</td>
</tr>
<tr>
<td>Grammar: Word Order</td>
<td>15</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td></td>
</tr>
<tr>
<td>Phonics: Short Vowel /i/i</td>
<td>16</td>
</tr>
<tr>
<td>Spelling</td>
<td>17</td>
</tr>
<tr>
<td>Phonics: Short Vowel /i/i</td>
<td>18</td>
</tr>
<tr>
<td>Short Vowel /a/</td>
<td>19</td>
</tr>
<tr>
<td>High-Frequency Words: “Big Rigs”</td>
<td>20</td>
</tr>
<tr>
<td>Comprehension: Classify/Categorize</td>
<td>21</td>
</tr>
<tr>
<td>Phonics: Contraction ’s</td>
<td>22</td>
</tr>
<tr>
<td>Grammar: Naming Parts of Sentences</td>
<td>23</td>
</tr>
</tbody>
</table>

## SPRING FORWARD—THEME 2

| Lesson 4                        |    |
| Phonics: Digraph /k/ck          | 23 |
| Spelling                       | 24 |
| Phonics: Digraph /k/ck          | 25 |
| High-Frequency Words: “Get Up, Rick” | 26 |
| Comprehension: Story Elements   | 27 |
| Phonics: Phonograms -ill, -it   | 28 |
| Grammar: Telling Parts of Sentences | 29 |
| **Lesson 5**                    |    |
| Phonics: Short Vowel /o/o       | 30 |
| Spelling                       | 31 |
| Phonics: Short Vowel /o/o       | 32 |
| Short Vowel /i/i                | 33 |
| High-Frequency Words: “Dot and Bob” | 34 |
| Comprehension:                  |    |
| Story Elements (Characters)     | 35 |
| Phonics: Inflections -ed, -ing  | 36 |
| Grammar: Telling Sentences      | 37 |
| **Lesson 6**                    |    |
| Phonics: Variant Vowel /ö/ö      | 38 |
| Spelling                       | 39 |
| Phonics: Variant Vowel /ö/ö; Short Vowel /i/i; Short Vowel /o/o   | 40 |
| High-Frequency Words: “All on the Map” | 41|
| Comprehension: Classify/Categorize | 42|
| Phonics: Contraction n’t, Contraction ’s | 43|
| Grammar: Questions              | 44|
| **Cut-out Fold-up Books**       |    |
| “Pam’s Cat”                     | 45 |
| “Dan and Sam”                   | 46 |
| “Max and Ann”                   | 47 |
| “Jack and Sid”                  | 48 |
| “What Is In It”                 | 49 |
| “Thank You, Mom”                | 50 |
| **Readers’ Theater**            |    |
| “The Lost Dog”                  | 51 |

---

**Practice Book**  © Harcourt • Grade 1
Lesson 7
Phonics: Short Vowel /e/ ......................... 2
Spelling ................................................. 3
Phonics: Short Vowel /e/
Short Vowel /o/o .................................. 4
High-Frequency Words:
“Little Red Hen Can Help” ....................... 5
Comprehension: Compare/Contrast ........... 6
Phonics: Initial Blends with l .................... 7
Grammar: Exclamations ........................... 8

Lesson 8
Phonics: Digraph /th/th ................................ 9
Spelling .................................................. 10
Phonics: Digraph /th/th ......................... 11
High-Frequency Words: “Beth’s Job” .......... 12
Comprehension: Details ............................ 13
Phonics: Initial Blends with s ................. 14
Grammar: Nouns: People or Places ............ 15

Lesson 9
Phonics: Short Vowel /u/u ....................... 16
Spelling .................................................. 17
Phonics: Short Vowel /u/u
Short Vowel /e/e; Digraph /k/ck .................. 18
High-Frequency Words:
Plants Can’t Jump ................................. 19
Comprehension: Details ............................ 20
Phonics: Initial Blends with r ................... 21
Grammar: Nouns: Animals or Things ........... 22

Lesson 10
Phonics: Diphthong /ng/ng .................... 23
Spelling .................................................. 24
Phonics: Diphthong /ng/ng .................... 25
High-Frequency Words:
“Soccer Song” ....................................... 26
Comprehension: Story Elements (Plot) ....... 27
Phonics: Contraction ‘ll ......................... 28
Grammar: One and More Than One .......... 29

Lesson 11
Phonics: r-Controlled Vowel
/ər/or, ore ............................................. 30
Spelling .................................................. 31
Phonics: r-Controlled Vowel /ər/or, ore;
Short Vowel /o/o ..................................... 32
High-Frequency Words:
“Land of Ice” .......................................... 33
Comprehension: Compare/Contrast ........... 34
Phonics: Compound Words .................... 35
Grammar:
Special Names and Titles for People ........... 36

Lesson 12
Phonics: Digraph /sh/sh .......................... 37
Spelling .................................................. 38
Phonics: Digraph /sh/sh;
Digraph /th/th ....................................... 39
High-Frequency Words:
“King Midas and His Gold” ..................... 40
Comprehension:
Story Elements (Setting) .......................... 41
Phonics: Initial Blends with l, s, r ............. 42
Grammar: Special Names of Places ............ 43

Cut-out Fold-up Books
“Ted’s Bad Day” ...................................... 45
“Where Is Seth” ....................................... 47
“We Can Find It” ..................................... 49
“Frog Songs” .......................................... 51
“One More Thing” ................................. 53
“Brad Shops for Fish” ............................ 55

Readers’ Theater
“The Frog and the Ox” ............................ 57
Lesson 13
Phonics: Digraphs /ch/ch, tch ..................2
Spelling .............................................3
Phonics: Digraphs /ch/ch, tch;
Digraph /sh/sh.....................................4
High-Frequency Words:
“A Butterfly Grows” .............................5
Comprehension: Sequence ......................6
Phonics: Inflection -es ..........................7
Grammar: Names of Days and Months ......8

Lesson 14
Phonics: r-Controlled Vowel /är/ar ..........9
Spelling .............................................10
Phonics: r-Controlled Vowel /är/ar;
r-Controlled Vowel /ör/or........................11
High-Frequency Words:
“Mark’s Big Day” .................................12
Comprehension: Author’s Purpose/
Point of View ......................................13
Phonics: Inflections -s, -ed, -ing ...............14
Grammar: Names of Holidays .................15

Lesson 15
Phonics: Digraphs /kw/qu, /hw/wh .........16
Spelling .............................................17
Phonics: Digraphs /kw/qu, /hu/wh;
Digraph /th/th........................................18
High-Frequency Words: “Tomás Rivera” ...19
Comprehension: Sequence .....................20
Phonics: Inflections -ed, -ing ....................21
Grammar: Using I and Me .....................22

Lesson 16
Phonics: r-Controlled Vowels
/är/er, ir, ur ......................................23
Spelling .............................................24
Phonics: r-Controlled Vowels /ör/er, ir, ur;
Short Vowels /i/i, /e/e, /u/u......................25
High-Frequency Words:
“One More Friend” ..............................26
Comprehension: Main Idea .....................27
Phonics: Inflections -er, -est ......................28
Grammar: Using He, She, It, and They ......29

Lesson 17
Phonics: Syllable /al/-el ........................30
Spelling .............................................31
Phonics: Syllable /al/-el ........................32
High-Frequency Words:
“Can Elephants Paint?” .........................33
Comprehension: Main Idea ....................34
Phonics: Inflections -ed, -ing ....................35
Grammar:
Possessives (’s and pronouns) ................36

Lesson 18
Phonics: Long Vowel /ö/ow, oa .............37
Spelling .............................................38
Phonics: Long Vowel /ö/ow, oa;
Short Vowel /o/o.................................39
High-Frequency Words:
“Snow Surprise” .................................40
Comprehension:
Author’s Purpose/Point of View ..............41
Phonics: Phonograms -own, -oast ............42
Grammar:
Troublesome Words: Homophones ..........43

Cut-out Fold-up Books
“A Hen and Her Chicks” .......................45
“Stars by Carla” .................................47
“Ducks in the Night” .........................49
“Jump, Twirl, and Play” ......................51
“A Pet for Me” ................................53
“Goat and Toad’s Lunch” ....................55

Readers’ Theater
“Help Yourself” .................................57
Lesson 19
Phonics: Long Vowel /e/e, ee, ea ................... 2
Spelling .................................................. 3
Phonics: Long Vowel /e/e, ee, ea;
Short Vowel /o/ow; Digraphs /ch/ch .......... 4
High-Frequency Words:
“Little Rabbit’s Tale” ................................. 5
Comprehension: Cause and Effect ............ 6
Phonics: Contractions ‘ve, ‘re ............... 7
Grammar: Describing Words:
Color, Size, and Shape ............................ 8

Lesson 20
Phonics: Long Vowel /a/ai, ay .................... 9
Spelling .................................................. 10
Phonics: Long Vowel /a/ai, ay ............... 11
High-Frequency Words:
“Ways People Live” ................................. 12
Comprehension: Cause and Effect ........... 13
Phonics: Phonograms -ail, -aid .................. 14
Grammar: Describing Words:
Taste, Smell, Sound, and Feel ................. 15

Lesson 21
Phonics: Long Vowel /a/-a-e ...................... 16
Spelling .................................................. 17
Phonics: Long Vowel /a/-a-e;
Short Vowel /a/a .................. 18
High-Frequency Words:
“Flake, the Missing Hamster” .................. 19
Comprehension: Problem/Solution ........... 20
Phonics: Phonograms -ake, -ate .................. 21
Grammar: Describing Words: How Many ... 22

Lesson 22
Phonics: Long Vowel /i/i-e ....................... 23
Spelling .................................................. 24
Phonics: Long Vowel /i/i-e;
Digraphs /kw/ku, Short Vowel /i/i .......... 25
High-Frequency Words:
“Flake, the Missing Hamster” .................. 19
Comprehension: Problem/Solution ........... 20
Phonics: Phonograms -ake, -ate .................. 21
Grammar: Describing Words: How Many ... 22

Lesson 23
Phonics: Long Vowel /o/-o-e .................... 30
Spelling .................................................. 31
Phonics: Long Vowel /o/-o-e;
Short Vowel /o/o .................. 32
High-Frequency Words: “On Saturday” .... 33
Comprehension: Draw Conclusions .......... 34
Phonics: Phonograms -one, -ole .................. 35
Grammar: Describing Words:
-er and -est ........................................... 36

Lesson 24
Phonics: Consonants /s/c; /j/g, dge ........ 37
Spelling .................................................. 38
Phonics: Consonants /s/c, /j/g, dge;
Long Vowel /a/-a-e; Long Vowel /i/i-e ........ 39
High-Frequency Words:
“The Mystery of the Night Song” ............ 40
Comprehension: Draw Conclusions .......... 41
Phonics: Contractions ‘s, n’t, ’ll ............. 42
Grammar: Describing Words:
Multiple-meaning Words ....................... 43

Cut-out Fold-up Books
“Can I Keep Him” ................................. 45
“Work, Then Play” ................................. 47
“Play Ball” ............................................. 49
“Bird Tales” ........................................... 51
“Bad Dog” ............................................. 53
“The Goat Makes Notes” ....................... 55

Readers’ Theater
“The Princess and the Peas” ..................... 57
Lesson 25
Phonics: Long Vowel /y/ ðo/u-e ..................2
Spelling ...................................................3
Phonics: Long Vowel /y/ ðo/u-e;
Long Vowels /a/e, /i/e, /o/o ......................4
High-Frequency Words: “Amazing Animals” .. 5
Comprehension: Alphabetize .......................6
Phonics: Inflections -ed, -ing (drop e);
Inflections -ed, -ing (double final consonant) .......7
Grammar: Verbs ...........................................8

Lesson 26
Phonics: Long Vowel /i/y, ie, igh ................9
Spelling ....................................................10
Phonics: Long Vowel /i/y, ie, igh;
Long Vowels /a/i, ay; /e/e, ee, ea .............11
High-Frequency Words:
“Little Bear Goes to the Moon” ..................12
Comprehension: Story Elements .................13
Phonics: Contraction ‘d;
Contractions ‘ve, ‘re; Contractions ’s, n’t, ’ll ............14
Grammar: Verbs that Tell About Now ..........15

Lesson 27
Phonics: Vowel Diphthong /ou/ow, ou ..........16
Spelling ....................................................17
Phonics: Vowel Diphthong /ou/ow, ou ........18
High-Frequency Words:
“Ebb and Flo and the Baby Seal” ..............19
Comprehension: Story Elements .................20
Phonics: Phonograms -own, -ound ............21
Grammar: Using Am, Is, and Are ...............22

Lesson 28
Phonics: Long Vowel /e/y, ie ...................23
Spelling ....................................................24
Phonics: Long Vowel /e/y, ie;
r-Controlled Vowels /á/r/ør; /ú/r/er, ir, ur ..........25
High-Frequency Words:
“At the Crayon Factory” .........................26
Comprehension: Details .........................27
Phonics: Inflections -ed, -er, -est, -es ..........28
Grammar: Verbs that Tell About the Past....29

Lesson 29
Phonics: Vowel Diphthong /ðó/oo, ew (as in boot, new) ........................................30
Spelling ....................................................31
Phonics: Vowel Diphthong /ðó/oo, ew;
Long Vowel /o/ow, oa .........................32
High-Frequency Words: “Sand Castle” ..........33
Comprehension: Details .........................34
Phonics: Contraction ‘d; Contractions
‘ve, ‘re; Contractions ’s, n’t, ’ll .................35
Grammar: Using Was and Were ...............36

Lesson 30
Phonics: Long Vowels /i/i, /ó/o ..................37
Spelling ....................................................38
Phonics: Long Vowels /i/i, /ó/o;
Long Vowels /i/i-e, /ó/o-e .....................39
High-Frequency Words:
“Frog and Toad Together” .....................40
Comprehension: Alphabetize ....................41
Phonics: Phonogram -old .......................42
Grammar: Using Go and Went .................43

Cut-out Fold-up Books
“The Mule Brings News” .........................45
“Little Bird’s Flight” .................................47
“Bob Brown in Town” .............................49
“Mike in the Sky” ..................................51
“At the Zoo” .......................................53
“What Can I Do?” ..................................55

Readers’ Theater
“The Thing Under the Bridge” .............57

Index .....................................................61
Name ________________________________

Mm  Say the name of each picture. If it begins with /m/, write Mm on the lines.

I  a  Read.

Write I. Draw a picture of something you do at school.

Write a. Draw a picture of something in your room at home. Read.

I1
Ss  Say the name of each picture. If it begins with /s/, write Ss on the lines.

Write my. Draw a picture of something you have on. Read.

Write the. Draw a picture of something outside. Read.
**Rr** Say the name of each picture.
If it begins with /r/, write Rr on the lines.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake</td>
<td>Moon</td>
<td>Rose</td>
</tr>
<tr>
<td>Raccoon</td>
<td>Saw</td>
<td>Rain</td>
</tr>
</tbody>
</table>

Write go. Draw a picture to finish. Read the sentence.

I [ ] to my [ ].

Write to. Draw a picture to finish. Read the sentence.

Go [ ].
Name ____________________________

**Tt** Say the name of each picture. 
If it begins with /t/, write Tt on the lines.

<table>
<thead>
<tr>
<th>2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write like. Draw a picture to finish. Read the sentence.

________________________

Write He. Draw a picture to finish. Read the sentence.

________________________

I _____________.

 likes ___________________.
Name ________________________________

Nn  Say the name of each picture.
If it begins with /n/, write Nn on the lines.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="ring.png" alt="Image" /></td>
<td><img src="nail.png" alt="Image" /></td>
<td><img src="nest.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="ring.png" alt="Image" /></td>
<td><img src="nail.png" alt="Image" /></td>
<td><img src="nest.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Write Come. Draw a picture to finish. Read the sentence.

__________________________
__________________________
__________________________ to my ____________________

Write here. Read the sentence. Draw a picture to show where.

__________________________
__________________________
I am ____________________.
Pp  Say the name of each picture.
If it begins with /p/, write Pp on the lines.

Write this. Draw a picture to finish. Read the sentence.

I like ___________.

Write me. Draw a picture to finish. Read the sentence.

My _________ likes ___________.

High-Frequency Words: this, me
Consonant /k/c
High-Frequency Words: for, where
Lesson 7

Name ________________________________

Say the name of each picture.
If it begins with /k/, write Cc on the lines.

Cc  

Write for. Draw a picture to finish. Read the sentence.

I like to go _____________ a _____________.

Write Where. Draw a picture of a place you like to visit.
Ask a question that begins with Where.

?
Aa  Say the name of each picture. If it begins with /a/, write Aa on the lines.

Say the name of each picture. If it has /a/ in the middle, write a on the lines to finish the word.
Say the name of each picture. If it begins with /d/, write Dd on the lines.

Write Do. Draw a picture to finish. Read the question.

Write You. Draw a picture to finish. Read the sentence.
Ii  Say the name of each picture. If it begins with /i/, write Ii on the lines.

[Images of pictures]

Ii  Say the name of each picture. If it has /i/ in the middle, write i to finish the word.

[Images of pictures]

p  t  l  p  m  t

Write Look. Draw a picture to finish. Read the sentence.

__________  __________
__________  __________

for my __________.
Gg  Say the name of each picture.  If it begins with /g/, write Gg on the lines.

Write one. Draw a picture to finish. Read the sentence.

Write see. Draw a picture to finish. Read the question.
Name ____________________________

**Ff**  Say the name of each picture.

If it begins with /f/, write Ff on the lines.

<table>
<thead>
<tr>
<th><img src="image1" alt="Candle" /></th>
<th><img src="image2" alt="Number 5" /></th>
<th><img src="image3" alt="Fish" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bb**  Say the name of each picture.

If it begins with /b/, write Bb on the lines.

<table>
<thead>
<tr>
<th><img src="image4" alt="Baseball Bat" /></th>
<th><img src="image5" alt="Balloons" /></th>
<th><img src="image6" alt="Vacation" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write What. Draw a picture to answer the question.

__________________________  ______________________

__________________________  ______________________

__________ do you like to do?

Write two. Draw a picture to finish the sentence.

__________________________  ______________________

__________________________  ______________________

I see _____________  _____________.
Name ________________________________

**Ll** Say the name of each picture.
If it begins with /l/, write Ll on the lines.

<table>
<thead>
<tr>
<th>Lamp</th>
<th>10</th>
<th>Flower</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Kk** Say the name of each picture.
If it begins with /k/, write Kk on the lines.

<table>
<thead>
<tr>
<th>Kite</th>
<th>Kangaroo</th>
<th>Dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write **up**. Draw a picture to finish the sentence.

__________________________
__________________________
I go ____________ the ______.

Write **down**. Draw a picture to answer the question.

__________________________
__________________________
Look _____________. What do you see? ______
Oo  Say the name of each picture. If it begins with /o/, write Oo on the lines.

Oo Say the name of each picture. If it has /o/ in the middle, write o to finish the word.

Write We. Draw a picture to finish the sentence.

Write want. Draw a picture to answer the question.

What do you __________?
Name _____________________________

**Ww**  Say the name of each picture.  
If it begins with /w/, write Ww on the lines.

![Picture 1]  ![Picture 2]  ![Picture 3]

**Hh**  Say the name of each picture. If it begins with /h/, write Hh on the lines.

![Picture 4]  ![Picture 5]  ![Picture 6]

Write out. Draw a picture to finish the sentence.

_______________
_______________
I go _____________ to ____________.

Write Who. Draw a picture to answer the question.

_______________
_______________
_______________ do you look like?
Name ________________________________

**Vv**  Say the name of each picture.
If it begins with /v/, write Vv on the lines.

- [ ] _______________
- [ ] _______________
- [ ] _______________

**Xx**  Say the name of each picture.
If it ends with /ks/, write Xx on the lines.

- [ ] _______________
- [ ] _______________
- [ ] _______________

Write are. Draw a picture to answer the question.

___________

Where ___________ you?

Write They. Draw a picture to finish the sentence.

__________

__________ want a ____________.
Name _____________________________

**Ee**  Say the name of each picture. If it begins with /e/, write Ee on the lines.

<table>
<thead>
<tr>
<th>__________</th>
<th>__________</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ee**  Say the name of each picture. If it has /e/ in the middle, write e to finish the word.

<table>
<thead>
<tr>
<th>__________</th>
<th>__________</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>w ___ b</td>
<td>m ___ n</td>
<td>b ___ x</td>
</tr>
</tbody>
</table>

Write She. Draw a picture to finish the sentence.

__________________________
_____________ and he see a __________.

Write good. Draw a picture to finish the sentence.

__________________________
__________________________

Look for a ____________.
Yy  Say the name of each picture.  
If it begins with /y/, write Yy on the lines.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yy</td>
<td>Yy</td>
<td>Yy</td>
</tr>
</tbody>
</table>

Jj  Say the name of each picture.  
If it begins with /j/, write Jj on the lines.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jj</td>
<td>Jj</td>
<td>Jj</td>
</tr>
</tbody>
</table>

Write and. Draw a picture to finish the sentence.

He ___________ she want a ___________.

Write there. Draw a picture to finish the sentence.

I see a ___________ out ___________.

Name ______________________

Consonants /y/, /j/ 
High-Frequency Words: and, there
Lesson 18
**Zz**  Say the name of each picture.
If it begins with /z/, write Zz on the lines.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Snowman]</td>
<td>Snowman</td>
</tr>
<tr>
<td>![Zebra]</td>
<td>Zebra</td>
</tr>
</tbody>
</table>

**Qq**  Say the name of each picture.
If it begins with /kw/, write Qq on the lines.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Queen]</td>
<td>Queen</td>
</tr>
<tr>
<td>![Potato]</td>
<td>Potato</td>
</tr>
<tr>
<td>![Quarter]</td>
<td>Quarter</td>
</tr>
</tbody>
</table>

Write **give**. Draw a picture to finish the sentence.

I ______________ you my ______________.

Write **little**. Draw a picture to finish the sentence.

I ________________ a ________________.
Name ________________________________

► Uu  Say the name of each picture. If it begins with /u/, write Uu on the lines.

![Umbrella](image1)  ![Arrow](image2)  ![Ant](image3)

► Uu  Say the name of each picture. If it has /u/ in the middle, write _ to finish the word.

![Number 6](image4)  ![Bus](image5)  ![Cup](image6)

Write ___

___ s ___ x  ___ b ___ s  ___ c ___ p

I want _____________.

Write have. Draw a picture to finish the sentence.

________________________

We _____________ two ___________.

Practice Book
© Harcourt • Grade 1 • Inventory Unit
**Phonics: Short Vowel /a/**

**Lesson 1**

Circle the word that names the picture. Then write the word.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1.png" alt="Image" /></td>
<td>sad</td>
<td>cat</td>
<td>hat</td>
</tr>
<tr>
<td>2.</td>
<td><img src="image2.png" alt="Image" /></td>
<td>rag</td>
<td>bag</td>
<td>tan</td>
</tr>
<tr>
<td>3.</td>
<td><img src="image3.png" alt="Image" /></td>
<td>fan</td>
<td>man</td>
<td>fat</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image4.png" alt="Image" /></td>
<td>ran</td>
<td>pad</td>
<td>pan</td>
</tr>
<tr>
<td>5.</td>
<td><img src="image5.png" alt="Image" /></td>
<td>nap</td>
<td>ham</td>
<td>jam</td>
</tr>
<tr>
<td>6.</td>
<td><img src="image6.png" alt="Image" /></td>
<td>sag</td>
<td>can</td>
<td>cap</td>
</tr>
<tr>
<td>7.</td>
<td><img src="image7.png" alt="Image" /></td>
<td>man</td>
<td>ran</td>
<td>wax</td>
</tr>
<tr>
<td>8.</td>
<td><img src="image8.png" alt="Image" /></td>
<td>tap</td>
<td>map</td>
<td>mad</td>
</tr>
</tbody>
</table>

**School-Home Connection**

Have your child read each word aloud. Ask her or him to choose two words and say them in a sentence.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with a

-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------

Word Without a

-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------
-------------

School–Home Connection

Have your child read each Spelling Word aloud. Talk about how the words are alike and how they are different.
Circle the word that completes each sentence. Then write the word.

1. Jan has a ________.

2. Max had a ________.

3. Pam ________.

4. I am ________.

5. He has a ________.

School-Home Connection
Have your child read the words and sentences aloud. Ask him or her to write other words with the short a sound.
Write the word that best completes each sentence.

1. Max can bat ________.

2. Dad can ________ Max.

3. ________ see Max go!

Have your child read each sentence aloud. Ask your child to say these words in other sentences: now, help, let’s.
Read the sentences. Draw a line from the sentences to the picture that shows what will happen next.

1. Jan can bat. She can bat now.
2. I have a rag. I go to the van.
3. Pat ran. Pat ran a lap.

School-Home Connection
Ask your child to read the sentences to you. Then have your child predict what might happen next.
Write the word that completes the sentence.

1. Dan has _________.
   - ________
   - ________
   - ________
   - ________
   - ________

2. I see two _________.
   - ________
   - ________
   - ________
   - ________
   - ________

3. Jan ________ Max.
   - ________
   - ________
   - ________
   - ________
   - ________

4. The cat _________.
   - ________
   - ________
   - ________
   - ________
   - ________

5. There are two _________.
   - ________
   - ________
   - ________
   - ________
   - ________
Add words to make each word or group of words into a sentence. Write the sentences correctly.

1. ran

2. we

3. the cat

4. i like

5. has

School–Home Connection

Have your child create sentences about things he or she can do, and say them aloud. Ask your child to tell how to begin and end each sentence.
Name ________________________________

**Circle the word that completes the sentence. Then write the word.**

**map**  **tap**

1. Pam can ____________.

**tags**  **wags**

2. Jan ____________ Dan.

**raps**  **ran**

3. The cat ____________ out.

**can**  **pan**

4. I want that ____________.

**am**  **at**

5. I ____________ a cat.

---

Have your child read each sentence aloud. Ask which words have the short a sound as in van.
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with a**

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

**Words Without a**

__________________________
__________________________
__________________________

---

**Spelling Words**

hat
had
sad
sat
bat
bag
at
can
help
now

---

**School-Home Connection**

Ask your child to change the last letter in the word hat to make another Spelling Word (had). Repeat this activity with the words sad (sat) and bat (bag).
Write the word from the box that completes each sentence

sad  ran  cat  can

1. I see a ________.

2. Pat has a ________.

3. She ________.

4. I am ________.

School-Home Connection
Have your child read the word choices and each sentence aloud. Talk about what is happening in the pictures.
Write the word that best completes the sentence.

an in up

1. I look _______ the pan.

no nap do

2. I see _______ ham.

tap tan too

3. I want ham, _______.

School-Home Connection
Have your child read each word and sentence aloud. Encourage your child to write the words in, no, and too in other sentences.
Read the story. Look at the picture. Circle the sentence that tells what will happen next.

1. My cat ran to me. My cat sat in my lap. 
   My cat has a nap. My cat looks at a van.

2. Jan looks at a map. Pam sat down. 
   Pam ran out. Pam looks at the map.

3. I have two bats. Dan wants a bat. 
   I give Dan one bat. Dan gives me a bat.

School-Home Connection: Have your child read the sentences aloud. Talk about how the pictures relate to the words. Ask your child what else could happen next based on the story.
Circle the word that completes the sentence. Then write the word.

1. I am in a _________.

2. I see the _________.

3. Max _________ Nan are fans.

4. She sat in the _________.

5. Give me that _________.

Ask your child to read each sentence aloud. Then ask him or her to find the words on the page that rhyme with bag. (tag, wag, sag, rag)
Write each sentence correctly.

1. **down cat the sat**
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. **had nap a he**
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. **in rat a ran**
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Write a sentence that tells what happens next.

4. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

School–Home Connection
Make up simple sentences that use no more than four words. Then say each sentence with the words out of order. Ask your child to say the sentence correctly.
Circle the word that names each picture. Then write the word.

1. bib
   bag
   bit

2. wag
   win
   wig

3. pad
   pit
   pig

4. sax
   six
   silk

5. hat
   hit
   him

6. lips
   laps
   limps

7. pill
   pan
   pin

8. lad
   lid
   lift

School-Home Connection
Point to each word with / on this page. Ask your child to read the word. Then have him or her say it in a sentence.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with i

_________  __________
____________  __________
____________  __________
____________  __________
____________  __________
____________  __________
____________  __________

Words Without i

_________  __________
____________  __________
____________  __________
____________  __________
____________  __________

School–Home Connection
Write the word pig and have your child change one letter to make another Spelling Word. (big, dig, pin)
Cross out the word that is wrong. Write the correct word.

1. My hat is too bag.
   ________________  
   ____________________________
   ____________________________

2. This hat will fat.
   ________________  
   ____________________________
   ____________________________

3. My pants have a rap.
   ________________  
   ____________________________
   ____________________________

4. This will fax it.
   ________________  
   ____________________________
   ____________________________

5. He ran and had.
   ________________  
   ____________________________
   ____________________________

6. I ran to ham.
   ________________  
   ____________________________
   ____________________________

School-Home Connection
Read each sentence with the incorrect word. Ask your child to listen carefully, and then read the sentence with the correct word.
Name __________________________

Write the word that best completes each sentence.

get  go  gift  

1. Tim will __________ a cat.

see  so  no  

2. That cat looks __________ sad.

hold  had  hand  

3. Tim can __________ the cat

sand  she  soon  

4. Tim will have the cat __________.

him  home  here  

5. The cat will have a __________.

School-Home Connection
Have your child read aloud each completed sentence. Point to the word your child wrote and ask her or him to say the word in another sentence.
Read the name of each group. Then circle all the things that belong in that group.

1. They can dig.

2. They go fast.

3. They are big.

4. They can have naps.

Try This
Think of other things that can go in each group. Draw pictures.
Read the sentences. Write the contraction for the underlined words.

Where’s  What’s  He’s  Here’s  That’s  It’s

1. Here is the gift.
2. It is a hat.
3. Where is Dan?
4. He is here now.
5. What is that?
6. That is a gift for you.

School-Home Connection
Say a simple sentence with one of the contractions above. Then ask your child what two words go together to make the contraction.
Add a naming part from the box to complete each sentence.

Liz  We  I  Dan

1. ________ will go on a raft.
2. ________ can help lift it.
3. ________ has a map.
4. ________ get on.

Write a sentence that tells what happens next. Write your sentence correctly. Then circle the naming part.

5. 

School–Home Connection

Draw a picture with your child. Have your child use complete sentences to tell you what is happening in the picture. Then ask, “Who or what is the sentence about?”
Circle the word that names the picture. Then write the word.

1. tick
tack
task

2. band
bag
back

3. lick
lift
lit

4. sick
sit
sift

5. cast
kiss
kick

6. six
sand
sack

School-Home Connection
Say the following name pairs aloud and ask your child to tell you which names end with the letters ck: Mick, Matt; Jan, Jack; Nate, Nick.
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with ck**
- pick
- pack
- tack
- back
- sack
- sick
- big
- in
- hold
- so

**Words Without ck**
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

### Spelling Words
- pick
- pack
- tack
- back
- sack
- sick
- big
- in
- hold
- so

**School-Home Connection**
Write the Spelling Words pack and sick. Have your child change the second letter in each word to make another Spelling Word (pick and sack).
Write the word from the box that completes each sentence.

Rick   pick   tick   pack   sack

1. Jack can __________.

2. Pam can __________.

3. __________ has a cat.

4. Dan has a __________.

School-Home Connection
Ask your child to read aloud each sentence. Together, think of other words that end with the same sound as the words in the box.
Write the word that best completes the sentence.

lit  late  lack

1. Dad will get up __________.

One  Oh  Out

2. __________, Jack! Is this gift for me?

Yap  Yam  Yes

3. __________, the gift is for you.

School-Home Connection
Write the words oh, late, and yes on slips of paper. Place the words face down. Let your child pick a word, read it, and say it in a sentence.
Read the story. Then number the pictures in story order.

Cat has a big hat.

Cat has to go back home.

Here comes a big wind.
Write the word from the box that completes each sentence.

fill  hit  hill  lit  will  sit

1. Nick and I ________ up the bags.

2. We ________ in the sand.

3. Let’s go up the ________.

4. Nick ________ it to me.

5. I ________ go get it.

School–Home Connection
Ask your child to read each sentence aloud. Together, think of other words that end with \textit{ill} or \textit{it}. Encourage your child to write each word as you think of them.
Write two sentences about the characters in the picture. Make sure each sentence is written correctly, with a naming part and a telling part. Underline the telling part.

1. 

2. 

School–Home Connection

Have your child read aloud the sentences. Ask which words name who or what the sentence is about. Then ask which words tell what they did or tell about them.
Read the sentences. Circle the sentence that tells about the picture.

1. Bob sat on a dock.
   Bob has a rock.

2. Fox is on a dock.
   Fox hid in the box.

3. My dog and I jog fast.
   I can dig in the sand

4. A fox ran.
   The dog naps.

5. A cat is soft.
   The box is big.

School-Home Connection
Have your child read aloud all the sentences. Ask which words have the short o vowel sound as in mop.
Name ________________________________

Read the Spelling Words. Then write each word in the group where it belongs.

**Words with o**

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

**Words Without o**

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

**Spelling Words**

- top
- hop
- hot
- not
- dot
- dog
- back
- pick
- oh
- yes

**School–Home Connection**

Point to the first six Spelling Words and have your child read them to you. Talk about how the words are alike and how they are different.
Look at each picture. Write the word in the box that completes each sentence.

pot  job  mom  pond  on  hop

1. Max can ____________.

2. Jill has a ____________ to do.

3. I am at the ____________.

4. Pat and his ____________ sit.

5. The mitt is ____________ his hand.

6. A ham is in a ____________.

Ask your child to read aloud the sentences they completed. Have them point to the words that have the short /o/ vowel sound as in job.
Circle the word that best completes each sentence. Write the word.

much mop man
____________________
1. Jan’s pig ran too ____________. 

fan fox find
____________________
2. Jan can not ____________ the pig. 

pond find band
____________________
3. Tom will ____________ Jan’s pig. 

thank bank tank
____________________
4. Jan’s pig can not ____________ Tom.

tank ink thank
____________________
5. Jan will ________________ Tom.

Write the word thank and let your child read it to you. Talk about a person your child would like to thank for something.
Read the sentences. Look at the pictures. Write the word under the picture that tells the character’s name.

1. Cat likes his cap.
   He has a nap in it.

   Ann ran fast.

3. Rob has a gift.
   His gift is in a bag.

4. Jill has a doll. She likes the doll.

Ask your child to read the sentences aloud. Talk about the characters.
Write the word that completes the sentence.

locking  honking  lifting

1. A cab is ____________________.

rocked  docked  locked

2. Liz ____________________ the cat.

thanked  added  helped

3. Dan ____________________ Mom.

acting  mixing  camping

4. We are ____________________.

School-Home Connection
Ask your child to write the word lifting, and then underline lift. Repeat with other words on this page ending in -ed and -ing.
Write these telling sentences correctly.

1. dogs can dig

2. cats are soft

3. a fox is fast

4. an ant is not big

Write a telling sentence of your own.

School-Home Connection

Have your child create sentences about things in your home, and say them aloud. Ask your child to tell how to begin and end each telling sentence.
Write the words where they belong in the puzzle.

call  wall  fall  ball

1.  
2.  
3.  
4.  

School-Home Connection

Write the words hall, mall, and tall. Say a clue for each word and have your child point to the correct word.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with all

all
call
fall
wall
ball
tall
not
top
much
thank

Words Without all

...
Circle the word that completes each sentence. Then write the word.

ball  bill

1. Dad kicks the ________ to Max.

hall  hill

2. Max kicks it down the ________.

fall  fill

3. Do not ________, Max!

wall  will

4. Now Jan ________ kick the ball.

all  ill

5. They ________ ran fast to get it.

School-Home Connection
Have your child read each completed sentence aloud. Talk about how the word choices are alike and how they are different.
Write the word that best completes the sentence.

out of fox

1. This is a map ________ the mall.

sand make some

2. I want to get ________ pants.

Hop How Had

3. ________ do they fit?

milk make miss

4. Mom will ________ them fit.

School-Home Connection
Have your child read each completed sentence aloud. Point to the words of, some, How, and make. Ask your child to say each word in another sentence.
Look at the drawings. Think. How are the animals in each group alike? Write the word.

They are

They are

---

Think of other animals. Add one to each group.

Try This

School-Home Connection
Talk about how the pictures are alike and how they are different. Together, think of other ways to categorize animals.
Complete each sentence. Write the contraction for the two words.

Dan is

1. ________________ packing a bag.

did not

2. He ________________ have a big bag.

bag is

3. The ________________ filled to the top.

can not

4. Now he ________________ lift it.
Write each question correctly.

1. how can he help

2. what can she fix

3. will he fix it

4. who is she

Write a question about the picture.

5. ____________________________

School–Home Connection

Have your child think of questions for you to answer. Help him or her write the questions. Remind your child to use capital letters and question marks.
Pam and Cat

Cat ran.

Pam pats Cat.

Here, Cat! Look!

Pam pats Cat.
Now where is Cat?

Look!
Come down, Cat!
Come down, Cat!
We like to tap.

No! Dan and Sam are pals.

Dan and Sam are down!

Dan and Sam are pals.
Can you tap, Dan?

Dan sat. Sam sat, too. Dan and Sam ran.

Are Dan and Sam mad?
Ann can go.

It's Max! It's Ann!
Max and Ann are here!

Ann is here.
Max and Ann hold maps. Max is here. They can get here soon.

Max can go.
Look at what I have, Jack.

Yes! Sid pats him on the back.

I will help. Sit like I do, Jack.
Sid has a task for Jack.

Will Jack sit, too?

Now sit, Jack.
What is in it?

Jan has sacks.
The sacks have dots.

Tim’s sack is big, too.
Will he find rocks in it?

Tim’s sack is big, too.
Will he find rocks in it?
Liz’s sack is big. What can fit in it?

Pat has a little sack. Not much will fit in it.

The dog has a sack, too. Dogs do not pack sacks!

Here are the sacks. Pick the sack for you.
Thank You, Mom!

Where did they all go?

That's how I got it!

I see the box here.
4. A tall man picked some.

2. Look up on that hill.

5. He packed some in a box.

7. Mom will help me get one!

Practice Book
© Harcourt • Grade 1 • Book 1 • Cut-Out/Fold-Up Book
The Lost Dog

Characters

Ann
Tim
Dad
Mom

Look! That dog is lost.

Let’s help him get home.

Where is his home?

Let’s find it.

Come back soon!
Is this pond the dog’s home?

No, this is not the dog’s home.

Where is his home?
Is this the dog’s home?
This is not the dog’s home.
Let’s go ask Mom now.
Yes! Let’s ask Mom now!
The dog is not lost.

This is the dog’s home.

Oh! Thank you so much, Mom and Dad!
Read the sentences. Circle the sentence that tells about the picture.

1. Peg fed the dog.
   Peg lost the dog.

2. This hen has ten pots.
   This hen has ten eggs.

3. The pen is on the desk.
   The pen is on the dock.

4. That jam is next to go.
   That jet is next to go.

5. Jeff is resting.
   Jeff is calling.

School-Home Connection
Have your child read aloud all the sentences. Ask your child to tell you the words that have the short e sound, as in bed.
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with e**

set
sent
ten
tell
let
get
all
call
make
of

**Words Without e**

set
sent
ten
tell
let
get
all
call
make
of

School–Home Connection

Have your child read each Spelling Word aloud. Talk about how the words are alike and how they are different. Start by comparing the words set and sent.
Circle the word that completes each sentence. Then write the word.

1. The ____________ can peck.
   
   hen      hot
   ____________
   ____________  

2. She has a ____________.
   
   pot      pet
   ____________
   ____________  

3. Jess sees a ____________.
   
   nod      nest
   ____________
   ____________  

4. Ken eats an ____________.
   
   end      egg
   ____________
   ____________  

5. The ____________ will be on them.
   
   bits      belts
   ____________
   ____________  

School-Home Connection
Have your child read each completed sentence aloud. Ask your child to point to all the words that have the short e sound, as in bed.
Write a word from the box to complete each sentence.

1. “You can kick, Tess,” he  

2. “I will kick  

3. It a good kick. 

4. Now it’s for Tess to kick. 

5. It’s the best kick of the !

Point to the word eat, and have your child read it. Ask your child to use this word in a sentence.
Read about the animals. Complete the sentences. Tell how the animals are the same.

The dog is big.
It is a pet.
It eats fast.

The hen is little.
It is a pet, too.
It pecks to eat.

1. The hen and the dog ______________________.

2. They ______________________ food.

Now complete these sentences. Tell how the animals are different.

3. The dog is ________________. It eats ________________.

4. The hen is ________________. It ________________ to eat.

Ask your child to think of other ways the animals are alike and different.
Write the word that completes each sentence.

1. He is in a __________ van.  
   back  black

2. She likes __________.  
   plants  pants

3. Meg __________ to pack.  
   plans  pans

4. The land is __________.  
   fat  flat

5. They __________ for him.  
   cap  clap

School-Home Connection

Have your child read the words and sentences aloud to you. Talk about how the words in each word pair are the same and different.
Look at the picture. Write exclamations to go with the picture.

1. 

2. 

3. 

4. 

School–Home Connection

Ask your child to use the words help, look, and good to write exclamations. Encourage your child to make up a story using these exclamations.
Name ________________________________

(video) Circle the sentence that tells about each picture.

1. The dog gets a bath.
   The dog gets a bat.

2. Dad and Mom met Beth.
   They met on the path.

3. The dog sits with a cat.
   The dog thinks that is a bat.

4. Mr. Glen is tenth.
   Mr. Glen is thin.

5. Jill sits with the dolls.
   Jill wants the fifth doll.

6. I thank the vet for her help.
   The pet thanks the vet.

School-Home Connection
Point to the words bath and bat. Talk about how the words are alike and different.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with th

then
them
this
that
path
with
ten
get
said
was

Words Without th

Practice Book

School–Home Connection

Have your child read each Spelling Word aloud. Then take turns saying the words to each other and writing them.
Look at each picture. Write a word from the box to complete each sentence.

sixth thin path that Beth

1. ___________ waters the plants.
2. Ken is ___________ in line.
3. The cat is not too ___________.
4. I like ___________ fish.
5. Dot is on the ___________.

School-Home Connection
Have your child read each completed sentence aloud. Together, think of other words that begin or end with th.
Write a word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>don’t</th>
<th>her</th>
<th>line</th>
<th>Mr.</th>
<th>new</th>
<th>says</th>
<th>water</th>
</tr>
</thead>
</table>

1. Meg picks up ____________ things.

2. Todd ____________ he will help.

3. Cliff will ____________ the plants.

4. I ____________ want to get wet.

5. Tom gets a ____________ cloth.

6. ____________ Glenn is glad to help.

School-Home Connection

Have your child read each sentence aloud. Then ask him or her to point to the word line in the box and use the word in a sentence.
Read about Tim’s dog. Write three details that tell about the dog.

Tim has a dog. His dog is called Meg. She is a black dog. She is a little fat. The dog is so soft. Tim is glad he has Meg for a pet.

1. 

2. 

3. 

School/Home Connection

Ask your child to think of a favorite toy or a pet. Have him or her tell details about it.
Name ________________________________

**Circle the word that completes each sentence. Then write the word.**

- **snack**  **stack**
  1. Jed fed his pet a _________________.

- **skill**  **spill**
  2. The milk will _________________.

- **smells**  **spells**
  3. The ham ________________ good.

- **slick**  **stick**
  4. The dog gets the ________________.

- **slim**  **swim**
  5. Todd and Beth can _________________.

**School-Home Connection**

Talk about the pictures. Say each sentence with the incorrect word. Have your child read the sentence correctly.

**Practice Book**

© Harcourt • Grade 1 • Book 2
Look at the picture. Write two sentences to go with the picture. Use nouns that name places and people.

1.

2.

School–Home Connection

Have your child name people and places as you write them down. Then read the list to your child and ask him or her to say a sentence using each name.
Write a word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>jump</th>
<th>but</th>
<th>tuck</th>
<th>fun</th>
<th>dust</th>
<th>must</th>
</tr>
</thead>
</table>

1. Glen and Russ have __________ acting like frogs.
   
2. “First, we __________ sit like this.”
   
3. “Then we __________ up and down.”
   
4. They kick up a lot of __________.
   
5. Russ can’t hop fast, __________ Glenn can.

School-Home Connection
Ask your child to read aloud the completed sentences. Have him or her point to words that have the short u sound, as in hut.
Name ____________________________

Read the Spelling Words. Then write each word in the group where it belongs.

<table>
<thead>
<tr>
<th>Words with u</th>
<th>Words Without u</th>
</tr>
</thead>
<tbody>
<tr>
<td>us</td>
<td>bus</td>
</tr>
<tr>
<td>must</td>
<td>cut</td>
</tr>
<tr>
<td>cub</td>
<td>club</td>
</tr>
<tr>
<td>club</td>
<td>with</td>
</tr>
<tr>
<td>with</td>
<td>then</td>
</tr>
<tr>
<td>don’t</td>
<td>says</td>
</tr>
</tbody>
</table>

Spelling Words

us  
bus  
must  
cut  
cub  
club  
with  
then  
don’t  
says

School–Home Connection

Have your child read each Spelling Word aloud. Then have your child identify the words with the short u sound.
Cross out the word that is wrong. Write the correct word.

1. This pig is in the mad.
   ___________________________
   ___________________________

2. A beg is on her hand.
   ___________________________
   ___________________________

3. A net is good to eat.
   ___________________________
   ___________________________

4. He fills the jog.
   ___________________________
   ___________________________

5. She sits on a stamp.
   ___________________________
   ___________________________

6. The deck swims in the pond.
   ___________________________
   ___________________________

School-Home Connection
Ask your child to read each sentence with the incorrect word and then reread it with the correct word.
Write a word from the box to complete each sentence.

be  does  food  grow  live  many

1. They __________ next to a pond.

2. Plants __________ tall next to the water.

3. There are __________ bugs that like the pond.

4. Ducks come there to look for __________.

5. Beth likes to __________ at the pond.

School-Home Connection
Point to each word in the box, and ask your child to use it in a sentence. Help your child write a sentence using the word does.
Read about the plant. Write three details that tell about this plant.

I have a plant. It is in a black pot. This plant has a tall stem. There are two pink buds at the top. The buds are soft, and they smell good, too.

1. 
2. 
3. 

Ask your child to think of a favorite game or toy. Have him or her tell details about it that make it a favorite.
Write r as the second letter in each word to make a new word. Then use the new words to complete the sentences.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuck</td>
<td>+ r</td>
</tr>
<tr>
<td>cab</td>
<td>+ r</td>
</tr>
<tr>
<td>tip</td>
<td>+ r</td>
</tr>
<tr>
<td>fog</td>
<td>+ r</td>
</tr>
</tbody>
</table>

1. The __________ and the __________ pack some bags.

2. They will go on a __________ in a __________.

School-Home Connection
With your child, think of words that begin with the letters br, dr, gr, and tr. Have your child write the first two letters of each word you say.
Circle the nouns. Then write four sentences. Use a noun from the box in each sentence.

dig  dog  fox
hand has map
raft sled soft

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

School–Home Connection

Have your child draw pictures of animals. Help him or her label each picture with the animal’s name.
Circle the sentence that tells about each picture.

1. Frank bangs the drums.
   Frank bags the drums.

2. This man sings a song.
   This man is a king.

3. Beth rings the bell.
   Beth brings the bell.

4. The bug hangs on a plant.
   The bug flings the plant.

5. Brent likes to swim.
   Brent likes to swing.

School-Home Connection
Write the words bag and bang. Have your child read the words aloud. Talk about how each word sounds and how it is spelled.
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with ng**

long
song
sing
ring
bring
thing
us
must
does
food

**Words Without ng**

thing
us
must
does
food

---

School–Home Connection

Write the Spelling Words long and sing. Have your child change one letter in each word to make other Spelling Words (song and ring).
Write a word from the box to complete each sentence.

long  brings  swung  ring  sang  wings

1. Bess has a ______________ on her hand.

2. Frank ______________ at the ball.

3. Some bugs have ______________.

4. This crab has ______________ legs.

5. Mom ______________ me food to eat.

School-Home Connection
Have your child read each completed sentence aloud. Together, think of other words that end with "ng."
Write a word from the box to complete each sentence.

arms every feet head
school use way your

1. Frank sings at _____________ with his class.

2. Mr. Ling says, “Look this ___________.”

3. Then Mr. Ling says, “Clap _____________ hands.”

4. Frank swings his _____________, too.

5. Frank will _____________ the drums.

6. Frank taps his _____________.

Ask your child to point to the words every and head. Have him or her use the words to write sentences.
Read the story. Finish the sentences.

It was a hot day. Glenn wanted to swim. "Mom, will you go with me so I can swim?" Glenn asked.

"I can't, Glenn. I am fixing the sink now," said Mom.

Glenn asked his dad, "Will you swim with me?"

"I can't," said Dad. "I am helping your mom."

Then Glenn's pal Matt called. "It's so hot!" said Matt. "Do you want to go with my dad and me to swim?"

"Yes, I do!" said Glenn. "Thank you!"

1. Glenn wanted to ____________________________.

2. First, ____________________________ said no. Dad did, too.

3. Glenn went to swim with ____________________________.

School-Home Connection
Have your child read the story aloud. Ask your child why Glenn wanted to swim. (because it was a hot day) Then ask what happened at the end.
Write the contraction for the two words. Then read the sentence.

We will

1. ____________ get a snack to eat.

you will

2. I think ____________ like this food.

He will

3. ____________ make some ham for us.

she will

4. I think ____________ have water to drink.

I will

5. ____________ have some water, too.

School–Home Connection
Say sentences using the contractions I’ll, they’ll, and we’ll. Ask your child to say each sentence again, but with the two words that make up each contraction.
Look around the room. What do you see? Write sentences that tell how many you see of some things.

1.

2.

3.

School–Home Connection

Play a game with your child. Name something that you have in your home or family. Have your child say a sentence that tells how many you have.
Write the word that completes the sentence.

trunk thorn tore

1. A _____________ cut my leg.

fork flock corn

2. The _____________ fell on the mat.

fort forest frog

3. The frog lives in the _____________.

more well wore

4. Sam _____________ a jacket in the cold.

stop sort store

5. He gets food at the _____________.

School/Home Connection

Have your child read each word and sentence aloud. Talk about how the choices for each item are alike and how they are different.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with or

----------------------------------

----------------------------------

----------------------------------

----------------------------------

----------------------------------

----------------------------------

Words Without or

----------------------------------

----------------------------------

----------------------------------

----------------------------------

----------------------------------

----------------------------------

Spelling Words

- or
- for
- form
- more
- store
- sort
- long
- bring
- your
- head

School–Home Connection

Play a version of I Spy with your child using the Spelling Word list. Say, for example, “I Spy words with f.” Have your child write the words.
Look at each picture. Write a word from the box to complete each sentence.

more  storm  snores  corn  snorts  shore

1. The pig eats lots of ________________.

2. The pig ________________ as he naps.

3. The ________________ will stop soon.

4. The pig wants ________________ food.

5. He ________________ at us.

School-Home Connection
Have your child read each word in the box aloud. Together, think of other words spelled with or or ore that have the /ɔr/ sound.
Write a word from the box to complete each sentence.

animals  cold  fish  from
their  under  very

1. I have pet ________________.

2. One swims ________________ a big fish.

3. My water is ________________. The water for my fish is not cold.

4. My pals have ________________, too.

5. Doris has a ________________ plump rabbit.

6. The twins run with ________________ dog.

School-Home Connection
Have your child write a sentence using the word from. Encourage him or her to use the other words in sentences, too.
Look at the pictures and read the sentences. Complete the sentence that follows by telling how the things are alike.

Helen has socks. They are on her feet. Her socks are red.

Helen has mittens, too. They are on her hands. They are black.

1. The socks and mittens belong to ________________.

2. The socks ________________.

3. The mittens ________________.

Now tell how the things are different.

2. The socks __________________.

3. The mittens __________________.
Say each word and picture name together to make a new word. Write the new word. Then use the words to complete the sentences.

| Ant + hill = | __________________________ |
| sand + box = | __________________________ |
| Boy + pack = | __________________________ |

1. Grant went to dig in the __________________________.
   __________________________
   __________________________

2. An __________________________ was hidden in the grass.
   __________________________
   __________________________

3. Ants got into his __________________________.
   __________________________
   __________________________

Have your child read the words and sentences aloud. Together, think of other words that can be put together to make new words.
Write a letter to a friend. Tell about yourself and your family. Write special names and titles correctly.

Dear ____________________,

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Your pal,

__________________________________________________________

Write a list with your child of special names and titles of people you know. Read them together. Point out the capital letters.
Write the word that completes the sentence.

1. I made eggs. They are on a ______________.
   dish   dash

2. I can make ______________, too.
   fish   short

3. I ______________ I could make apple crisp.
   shrug   wish

4. I will ______________ for apples.
   ship   shop

5. I will get a ______________, too.
   radish   finish

School-Home Connection
Have your child read each completed sentence aloud. Ask your child what is the same about all the word choices. (They all have the sh sound.)
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with sh**

________________________
________________________
________________________
________________________
________________________
________________________
________________________

**Words Without sh**

________________________
________________________
________________________
________________________
________________________
________________________

**Spelling Words**

shop
shot
shut
rush
wish
fish
for
more
from
very

School-Home Connection

Ask your child to write all the Spelling Words with sh on a sheet of paper. Encourage your child to continue this activity with u, i, and e.
Write the word from the box that completes the sentence.

<table>
<thead>
<tr>
<th>cash</th>
<th>finished</th>
<th>shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>shelf</td>
<td>rush</td>
<td></td>
</tr>
</tbody>
</table>

1. We will ____________ at the mall.

2. I have ____________ to get a doll.

3. I see dolls on a ____________.

4. I ____________ to get a doll.

5. We have _____________.

School-Home Connection

Have your child read each completed sentence aloud. Together, think of other words with the sh sound, as in shop and rush.
Write a word from the box to complete the sentence.

happy  came  could  gold
made  night  saw  were

1. The king gave Doris a __________ ring.
2. The gift made her very __________.
3. Frog __________ to look at her ring.
4. He asked if he __________ hold it.
5. The ring was __________ just for Doris.

School-Home Connection
Ask your child to read aloud the words in the box and the completed sentences. Then invite your child to create sentences to continue the story, using night, saw, and were.
Read each story beginning. Circle the picture that shows the setting.

1. This morning, I helped Mom pick corn. “That bucket is filled with corn now,” Mom said. “Let’s go get some eggs from the hens.” “Then can we go to see the pigs?” I asked. “Yes, we will go to see the pigs, too,” Mom said.

2. It was time for bed. “Is there a blanket I can have?” Ellen asked Bess. “My blanket is not soft.” “I will give you my blanket,” Bess said. “Will you let me go on the top bunk?”

School-Home Connection
Talk about a story that you and your child know. Ask your child to tell you where and when the story takes place.
Write the words where they belong in the puzzle.

crab  skunk  blanket  sled  block

1.

2.

3.

4.

5.

School-Home Connection
Write the words snack, brush, and flip. Say a clue for each, not in order, and have your child point to the correct word.
Circle each sentence that is written correctly.

2. Beth lives by flag cliff.
3. Trish lives next to the Red Mitten Store.
4. Todd lives by sunset shore.
5. Dennis and Jen live on top of Rust Hill.

Now write the other sentences correctly.

6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

School–Home Connection

With your child, draw a map of your neighborhood. Write the names of special places such as stores, schools, and churches. Use capital letters.
Meg’s Bad Day

8  “You fixed my bad day!” said Meg.

“Ted!” said Meg.

6  “Help me fix the well!”

“Yes, I have time, Meg” said Ted.
"Ted!" called Meg. "Will you fix the bed? A leg fell off."

"You bet!" Ted said to Meg. "Here I come, Meg!"

"Ted, said Meg. "All day we see this mess. Can you fix it?"

"That's easy," said Ted. "I'll fix the bed."

"Ted!" called Meg. "Will you fix the bed? A leg fell off!"
Is he at home?

"Here I am, Mom!" says Seth.

"I don't see Seth," Mom says.
He left his new cap on a peg.

Mom looks for Seth.

Did Seth eat here?

Mom thinks so.

He set his bag down here.
"I see many things up here," says Scott. "Here is the pig."

"Where can my cat be?" says Scott.

"We can all hunt for it," says Tim.

"Thanks! Now we all have what we want."
"Where can my pig be?" asks Bess.

"Scott, do you see my pig?"

"I want my food," says Tim.

"Where can my food be?"

"I will get it for you," says Scott.

He gives the food to Tim.

"What does it look like?" Tim asks.

"I see the cat, Scott," says Bess.

"Where can my pig be?" asks Bess.
Fred uses his arms and feet to hop. He has lots of bugs to eat.

Now it is time to go back home. This is the way they like to sing.
Fred is a frog at Moss Pond.
He likes to hop on every rock.
Fred sings songs at school.
Every day they make up songs.
This is the way Fred uses his arms.
The song ends with a bang!

Fold
One More Thing

I like kisses from Mom very much!

"Mom, can I have just one more?"

"This is the last one. Then you'll go to bed."
This snack is from Mom.
I like this snack very much.

"Thank you! I want just one more thing from you, Mom."

"I see one more, Mom. Can I have one more from here?"

"Here's one more for you. Then it will be time for bed."
Brad made a home for his fish. How many fish do you see?

Dad got fish food from the shelf. They picked out a fish tank. They got many things for their fish.

Brad looked at the fish. He saw some that were gold and black.

Brad got fish food from the shelf. He saw some that were gold and black.
Brad and his dad came to the fish shop.

Some rocks, shells, and a ship could look grand.

They got plants to make their fish happy.

Brad picked his fish. They were two very big fish. Now he and his dad could go home.
Ribbit, ribbit. Ribbit, ribbit.

It's a hot day at the pond!

Yes! I am happy I am in the cold water.

Here come some animals looking for a drink.

I see an ox and two cubs.

That ox is very big.

Very, very big!
I wish I were that big.

No frog could be that big.

I am a very big frog.

You *are* big, but frogs don’t get as big as an ox.

You could not live like a frog if you were that big.

Just think of the splash if an ox jumped into the water!

Still, I wish I were that big.
What are you doing?

He has puffed himself up to make himself look big.

Mom says, “If you want to grow, you must eat a lot of bugs.”

He is still puffed up.

Stop now! You are still smaller than the ox.

You must use your head. You can’t be as big as an ox.
That makes me so mad! Why can’t I grow as big as I want?

Every animal has things it can and cannot do.

Don’t forget that an ox can’t jump like we can.

Then I like being a small frog.

Me, too!

Ribbit, ribbit. Ribbit, ribbit.
Circle the word that completes each sentence. Then write the word.

1. The cat sits on a _______________.

2. Chad must use a ________________.

3. We sit on the _________________ to eat.

4. My doll is in the _________________.

5. The dog is in the _________________.

branch brush brand
chunk crush crutch
best bent bench
catch chest chunk
desk ditch dish

School-Home Connection
Have your child read the sentences aloud. Together, think of more words with ch or tch.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with ch

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

Words Without ch

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

__________________________  ___________________________

School-Home Connection

Have your child read each Spelling Word aloud. Ask him or her to circle the two Spelling Words that have a t. (catch, match)
Circle the sentence that tells about each picture.

1. Mitch is the chess champ.
   Mitch chomps his lunch.

2. Rich will sketch the branch.
   Rich will fetch the stick.

3. Some chicks will hatch soon.
   The children check the test.

4. Chad does not like punch.
   Chad does not like to pitch.

5. Ellen can stitch a patch.
   Ellen can sketch an ostrich.

School-Home Connection
Have your child read each sentence aloud.
Ask him or her to draw a picture for a sentence that is not circled.
Write a word from the box to complete each sentence.

Name _____________________________

High-Frequency Words
Lesson 13

Write each word from the box on a separate slip of paper. Place the words face down. Have your child pick a word, read it aloud, and then use it in a sentence.

fly friends grew
need play rain watch

1. I see a robin ___________ in the air.

2. My ___________ see it, too.

3. Does it want to ___________ with us?

4. We ___________ the robin make a nest.

5. The robin will ___________ to rest.
Think about what happens in each picture. Then answer each question.

1. What happens to the plant first?

2. What does the plant get next?

3. What happens last?

School-Home Connection: Together, talk about how animals and plants grow. Talk about the order in which the events happen.
Add *es* to the words in the box. Then write the correct word in each sentence.

<table>
<thead>
<tr>
<th>toss</th>
<th>sketch</th>
<th>branch</th>
<th>buzz</th>
<th>fix</th>
<th>dish</th>
</tr>
</thead>
</table>

1. Mr. Sanchez ____________________ my backpack.
   ____________________
   ____________________
   ____________________
2. Liz ____________________ the ball.
   ____________________
   ____________________
3. Mitch helps with the ____________________.
   ____________________
   ____________________
4. Meg ____________________ a finch.
   ____________________
   ____________________
5. A storm made ____________________ fall.

**School-Home Connection**

Write the words *mash, blush, glass,* and *itch.* Ask your child to make new words by adding *-es.* Have your child draw a picture for each word he or she makes.
Write sentences about your favorite two months. Tell what you like to do during each month. Write the sentences correctly.

1. 

2. 

School–Home Connection
Ask your child what the names of the months all have in common when you write them. (They all start with a capital letter.) Talk about what you like best about different months.
Circle the word that completes each sentence. Then write the word.

1. We go to visit a _____________.

2. There is an animal _____________ on a wall.

3. Some animals are in the _____________.

4. Some of us help with _____________ chores.

5. We _______________ to get in the bus to go home.

School-Home Connection
Have your child read each completed sentence aloud and explain why he or she chose each word.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with **ar**

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

Words Without **ar**

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

_________________________  __________________________

Have your child read each Spelling Word aloud. Write the word **art** and have your child add one letter to make the word **part**. Repeat with **arm** and **farm**.
Cross out the word that is wrong. Write the correct word.

1. We are at a form.
2. We went into the born.
3. Mr. Brent got a cord.
4. We went to the pork.
5. I have a cast on my am.
6. Dad will use the cat to shop.

Say a sentence with one incorrect word. Ask your child to say the sentence correctly.
Write the word from the box that completes the sentence.

again feel house know
loud Mrs. put say

1. __________ Marsh asked Scarlet to help.

2. Scarlet and the dog went out of the __________.

3. Scarlet was happy to play with the dog __________.

4. “I __________ he wants to run in the yard,” Scarlet said.

5. The dog had a __________ bark.

School-Home Connection
Have your child find the words feel, say, and put in the box. Ask him or her to use them in sentences.
Circle the picture that shows who is telling each story. Then circle the sentence that tells why the author wrote it.

Helping Lost Pets by Liz Smith

My dog, Max, has a tag. The tag tells where his home is. It tells who to call if Max is lost. If you find a lost pet, look at its tag.

1. 

2. Liz Smith wants us to know how to help lost pets.
Liz Smith wants us to get a dog.

Dog Fun! by Martin Hill

Bark! Sniff! Run and jump! Lick! Wag!
Thump, thump, thump! Let’s go to the park!
Let’s have fun! I’ll catch the ball. I’ll run and run!

3. 

4. The author wants us to have fun reading this.
The author wants us to pet a dog.
Write a word from the box to complete each sentence.

banged     started     checks
looked      acting      thinks

1. Tom was ___________ in the play.
2. He ___________ to say his part.
3. Helen ___________ the drums.
4. Mrs. Hill ___________ the clock.
5. She ___________ we will finish the play soon.

School-Home Connection
Have your child read each completed sentence aloud. Together, practice adding -s, -ed, and -ing to other words and using the new words in sentences.
Name ____________________________

Write three sentences about your favorite holidays. Write the names of the holidays correctly.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

School–Home Connection
Make a list of holidays that your family celebrates. Talk about each holiday. Encourage your child to draw and label a picture for his or her favorite holiday.
Read the sentences. Circle the sentence that tells about the picture.

1. Cliff has a quilt on his bed.
   Cliff has a quack on his bed.

2. “I will quit pecking corn.”
   “When will my eggs hatch?”

3. “Is this a quick car?”
   “Which ball do you want?”

4. The ducks quack all day.
   The ducks quit all day.

5. Ted quacks at the ball.
   Ted whacks the ball.

School-Home Connection
Point to the words quack and whacks. Talk about how the words are alike and different.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with \textit{wh}

\begin{itemize}
  \item quit
  \item quick
  \item quiz
  \item whiz
  \item which
  \item when
  \item arm
  \item part
  \item house
  \item put
\end{itemize}

Words with \textit{qu}

\begin{itemize}
  \item quit
  \item quick
  \item quiz
  \item whiz
  \item which
  \item when
  \item arm
  \item part
  \item house
  \item put
\end{itemize}

Other Words

\begin{itemize}
  \item quit
  \item quick
  \item quiz
  \item whiz
  \item which
  \item when
  \item arm
  \item part
  \item house
  \item put
\end{itemize}

\textit{School-Home Connection}

Ask your child to point to each Spelling Word with an \textit{i} and read it aloud. Then have him or her read the other words aloud and name the vowels used.
Look at each picture. Write the word in the box that completes the sentence.

Which quick quit When whip Quinn

1. Karl is so ____________!

2. ____________ has a shell.

3. ____________ can I go out?

4. ____________ one is my gift?

5. He ____________ singing.

School/Home Connection
Have your child read each completed sentence aloud. Together, think of other words that begin with qu and wh.
Write a word from the box to complete each sentence.

about books family name
people read work writing

1. Mark is _____________ a list.

2. The ______________ are on his desk.

3. Beth sits on the rug to ________________ .

4. Scarlet tells us ________________ her pet.

5. Marvin prints his ________________ .

6. Chuck can ________________ with Tess.

Have your child read people and family. Ask your child to name the people in your family.
Read each group of sentences. Write 1, 2, 3, or 4 in front of each sentence to tell the order in which the events happen.

1. ____ A chick comes out of the egg.
   ____
   ____ The egg hatches.
   ____
   ____ The chick grows up to be a hen.
   ____
   ____ A hen sits on her egg.

2. ____ The corn plants grow tall.
   ____
   ____ It is time to sell the corn.
   ____
   ____ The corn is picked and put in buckets.
   ____
   ____ Corn is planted on a farm.
Write the word that completes the sentence.

1. I ______________________ with Janet.
   skipped
   skipping

2. They _____________________ the song.
   hummed
   humming

3. She is _____________________ to sing.
   planned
   planning

4. He ________________________ about his big dog.
   bragged
   bragging

5. Frank’s bag ____________________.
   ripped
   ripping
Complete the sentence, using I or me.

Write the sentence correctly.

1. ____ like to swim
   
   _______________________________________________________________________

2. my chicks swim with ____
   
   _______________________________________________________________________

3. ____ can quack
   
   _______________________________________________________________________

4. you can see ____
   
   _______________________________________________________________________

5. ____ am a duck.
   
   _______________________________________________________________________
Circle the sentence that tells about the picture.

1. Her cat is on her shirt.
The girl pets her cat’s soft fur.

2. It turns in her lap and purrs.
Her pet slurps the water.

3. She will read to her mom.
She will read to herself.

4. A bird sits and chirps.
This bird is not on a branch.

5. The girl sees the bird first.
The bird makes its first nest.

6. The cat and bird are in the dirt.
The bird flaps as the cat squirms.

School-Home Connection
Point to the words girl, her, and fur in the second sentence. Have your child read the words aloud. Ask how the words are alike.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with $r$

her
fur
turn
bird
girl
first
quit
when
name
work

Words Without $r$

Have your child put a checkmark by the Spelling Words with $ur$ and a star by the Spelling Words with $ir$. Then have him or her circle the Spelling Word with $er$. 
Write a word from the box to complete each sentence.

- fur
- perched
- turn
- first
- curl
- dirt

1. He’s the ___________ to get into the raft.

2. Now it is Mom and Dad’s ___________.

3. A bird is ___________ in a tree.

4. This animal’s ___________ is wet.

5. We see it digging in the ___________.

School-Home Connection

Write the words her, thirst, and sunburn. Ask your child to read the words and use them in sentences.
Write a word from the box to complete each sentence.

always     by     Cow’s     join
Please     nice     room

1. Bird ___________ likes to visit his friends.

2. "Have a ___________ time!" his mom said.

3. Bird went to ___________ barn.

4. ___________ come in," his friend said.

5. "You can ___________ the fun," Hen said.

School-Home Connection
Ask your child to find the words room and by in the box. Then have him or her write the words in sentences to add to the story above.
Read the story. Look at the picture. Circle the sentence that tells the main idea of the story.

1. Hen went on a picnic with her friends. They had sandwiches to eat. Duck and Skunk played catch with a ball. Then they all had fun swimming in the pond.

   Animals have fun at a picnic.
   The animals swim.

2. Summer is here! The sun is up. It is a hot day. Birds are singing. Children are in the park. Some are running. Summer is fun!

   It is a hot day.
   We have fun in the summer.

3. Dan bumped his leg. Now his leg hurts. Dan can see a red spot on his leg. It’s starting to swell. He gets help from his mom.

   Dan has hurt his leg.
   Dan’s mom is nice.
Look at the picture. Then write the word that completes the sentence.

1. The cat is ________________ than the pig.

2. The ostrich is the ________________.

3. The hen is the ________________.

4. The dog’s legs are ________________ than the hen’s legs.

Try This
Add *er* and *est* to the word *fast*. Draw pictures of three animals. Use the words to label the pictures.
Circle each sentence pair that is written correctly.

1. Karl is at the pond. He sits on a bench.
2. Mark and Tom play. He are friends.
4. There is a nest. It is on a branch.

Now write the other sentences. Write the pronouns correctly.

5. ___________________________________________________________
6. ___________________________________________________________

School–Home Connection
Say a sentence, using the name of a person, animal, or thing. Have your child repeat the sentence, using a pronoun in place of the name.
Circle the word that completes each sentence. Then write the word.

1. I have a ____________ sister.

2. Mom lets me ____________ her feet.

3. It makes my sister ____________.

4. She likes to play with a ____________.

5. She drinks from a ____________.

Have your child read each completed sentence aloud. Ask him or her to choose a word that was not circled and to write a sentence with it.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with le

hand
handle
wig
wiggle

Words Without le

single
little
turn
girl
by
room

School–Home Connection
Write the words hand, sing, wig, and lit. Have your child read the words aloud. Then ask him or her to add letters to these words to make Spelling Words.
Name ________________________________

▶ Write a word from the box to complete each sentence.

- giggle
- puddle
- ripples
- ankles
- middle
- pebble

_____________________________________________________________________
1. Jan saw a ________________ of water.
_____________________________________________________________________
2. She tossed a ________________ into it.
_____________________________________________________________________
3. It landed in the ________________ of the puddle.
_____________________________________________________________________
4. It made ________________ in the water.
_____________________________________________________________________
5. Jan got her ________________ wet.

School-Home Connection:
Have your child read each completed sentence aloud. Together, think of other words that end with /le/.
Name ____________________________

**Write a word from the box to complete each sentence.**

<table>
<thead>
<tr>
<th>buy</th>
<th>carry</th>
<th>money</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>paint</td>
<td>paper</td>
<td>would</td>
<td></td>
</tr>
</tbody>
</table>

1. Pam has ____________ to get what she needs.

2. She'll ____________ brushes for her art.

3. She'll need blank ____________, too.

4. Mom helps Pam ____________ the bags.

5. Pam plans to ____________ farm animals.

**School-Home Connection**

Have your child find the words *other* and *would* in the box. Ask your child to name *other* things he or she *would* like to paint.
Read the sentences. Then circle the best answer to the question.

Turtles have hard shells. If you startle a turtle, it will go inside its shell. A pond turtle has flat feet. Its feet help it to dig in mud. Other turtles have flippers for swimming.

1. What is this about?
   - It is about shells.
   - It is about feet.
   - It is about turtles.

Many animals hatch from eggs. Birds and ducks hatch from eggs. Their eggs are kept in nests. Turtles hatch from eggs, too. Turtles dig pits in the sand. That’s where their eggs are kept. Some insects and frogs hatch from eggs in water.

2. What is this about?
   - It is about birds.
   - It is about animals that hatch from eggs.
   - It is about animals that swim in the water.
Add the endings *ed* and *ing* to each word. Remember to double the last letter.

<table>
<thead>
<tr>
<th></th>
<th>ed</th>
<th></th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jog</td>
<td>jogged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. nap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. zip</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a word from the chart to complete each sentence.

4. Pig __________________ to the camp.

5. Has he __________________ up the tent?

6. Now he is __________________.

School-Home Connection

Write *drip*. Ask your child to rewrite the word with the endings *-ed* and *-ing*. Remind him or her to double the last letter in *drip*. 
Circle each sentence that is written correctly.

1. Tom buckles its belt
2. Ella pets her turtle.
3. Ben and Mom pack their bags.
4. The bobcat licks yours fur.
5. Is this magnet yours?

Now write the other sentences correctly.

6. Tom buckles his belt
7. The bobcat licks its fur.

School–Home Connection

Find objects in the house that belong to you, your child, and other family members. Talk about the objects using possessive pronouns such as my, your, our, his, her.
Write the words where they belong in the puzzle.

coat  crow  road  snow  soap  throw

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

School-Home Connection
Write the words flow, float, and follow. Say a clue for each word, and have your child point to and read the word that matches your clue.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long o

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

Words Without Long o

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

School-Home Connection
Write, "I rode to the end of the road and then rowed across the river." Read the sentence aloud and have your child circle the Spelling Word. (road)
Circle the sentence that tells about each picture.

1. Joan will row the boat.
   Joan will go across the road.

2. There’s a fellow by the window.
   He rests his elbow on a pillow.

3. The crow follows the goat.
   The toad croaks at a minnow.

4. He has a boat on the coast.
   I wore my coat in the snow.

5. I soap up as I soak in the tub.
   I have a bath in a tugboat.

6. Quinn towed a boat on the pond.
   Quinn floated on the pond.
Write a word from the box to complete each sentence.

mouse    our    over
pretty    surprise    three

1. Can Ann come _______________ to play?

2. Yes, Ann can come to _______________ house.

3. Ann thinks my dolls are _______________.

4. I have _______________ dolls on my bed.

5. I have a stuffed _______________, too.

School-Home Connection
Ask your child to read aloud the word surprise from the box. Ask your child to describe a surprise that he or she has enjoyed.
Read each story. Then circle the sentence that tells why the author wrote the story.

Plants
by Brent Hall

All plants need water to live. Some plants need only a little water. Other plants need a lot. Plants need sun, too. Most potted plants are kept next to a window.

1. Brent Hall wants us to know about water.
   Brent Hall wants us to know what plants need.

Helen’s Dog
by Fran Miller

Helen was watering her plants. She spilled some water. There was a puddle at her feet. She didn’t have a cloth or a mop. She didn’t know what to do. Then her dog licked up the water for her!

2. Fran Miller doesn’t want us to spill water.
   Fran Miller wants us to have fun reading this story.
Write a word from the box to complete each sentence.

flown  roast  own
toast  grown  coast

1. Dad made ___________ and jam.

2. Then we went to the ___________.

3. We like to ___________ hot dogs.

4. I can help make my ___________ lunch.

5. I have ___________ up a lot.

School-Home Connection
Have your child read each completed sentence aloud. Point to the word flown and ask your child to use it in a sentence.
Choose two homophones from the chart. Write sentences using the words correctly.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>by</td>
</tr>
<tr>
<td>to</td>
<td>two</td>
</tr>
<tr>
<td>wax</td>
<td>whacks</td>
</tr>
</tbody>
</table>

1. 

2. 

School–Home Connection

With your child, make flash cards of the words by, buy, to, two, too, there, their, and they’re. Show each card, and have your child use the word correctly in a sentence.
The hen needs some food. She will not fly off and play.

Chip, chip! A chick is out. It hops a little and smells the air.

The chicks lived with Mom. Soon they grew to be hens.
"Cluck! Cluck!" says the hen.

Soon her eggs will hatch.

The hen calls to her friends.

"Come and see my little chicks!"

She checks the eggs and sits on them. When will the eggs hatch?

An egg cracks!

The hen watches the eggs. Chip, chip!

"Cluck! Cluck!" says the hen.

Soon her eggs will hatch.

The hen calls to her friends.

"Come and see my little chicks!"
Carla makes stars at her house.
Then she puts them out to sell them.

Carla makes them, says Carla.
"You can hang them in your house."

Stars by Carla

Carla sells her stars.
That makes her feel happy.

"I make them," says Carla.
"You can hang them in your house."
It's time for Craft Day again. The cars park at the big barn.

Sometimes the yarn slips off a star. Carla fixes it.

"Who makes the stars? What are they for?"

"Can I get two? I know my friend Bart will like one, too."

Practice Book
"Look, Dad! What's that? It must want to come in."

We had ducks in the house! I am writing about that night.

The ducks have finished their bath. Quick! Let's get them out!
My family is at home tonight. Mom makes a quilt. Dad and I read books.

It's a bunch of ducks! What's this all about? Mom drops her quilt.

They are quacking in the bathtub! I think they grew up in a house.

Soon they are all out. Quack! Quack!
Jump, Twirl, and Play

I always like to jump. Can you jump like this?

Oh, no! We were twirling in the dirt. Now the dirt is on us.

Can you play the way we do? Just don't twirl in the dirt!
4. Stand by me and take three jumps. Then turn and twirl.

5. There's lots of room to twirl and swirl. Jump this way and that.


7. The dirt is on my skirt. The dirt is on my shirt.

Practice Book
A Pet for Me

I can carry my little bug, and it can jump far.

Yes! I can play with a frog. It can jump in puddles. Hi, little pet!

A turtle is nice. It could play with me, but it can't jump.
I would like a pet that can jump. It's nice, but I am looking for some other pet. I would like one that can play with me.

What about a turtle? You can carry it to school.

Here is a pet you'll like. Its home is very wet!
“What a load!” groaned Goat. “What did you pack for our lunch?”

The basket was harder and harder to lift. “Come on,” said Toad. “Carry it over the hill.”

Show the three surprises that you think were in the basket.

Goat and Toad’s Lunch
Goat met Toad for a picnic. "Let's go!"

"I packed a surprise lunch," said Toad. "I've packed lunch."  

Goat and Toad went down the road. The sun glowed. "I packed a surprise lunch," said Toad. "I've packed lunch."  

"What did you load into the basket?" moaned Goat. "I put in three nice things," croaked Toad. "I can’t go any farther," said Goat. "This is the best spot. Let’s eat," said Toad.
Help Yourself

Characters

Horse 1  Horse 2  Man  Bert  Girl  Brothers

It’s raining! I just felt a drop on my head.

We are not far from an inn.

We need to stop there. I feel hungry for some good oats.

You’re always hungry!

Why are the animals tossing their heads like that?

I think they felt the rain. Let’s go! We are not far from a nice inn!

Watch out for that mud!

What mud?

Oh, no! That mud!
Let’s go! We can’t stop here.
I think we’re stuck in the mud!
Let’s go! Tug harder, animals!
We’re tugging! We’re tugging!
I don’t think he knows what you’re saying.
Bert, get out and tug on the animals to get them going.
Don’t tug on us. We are not stuck. The wagon is stuck!
Come along, animals. I’ll tug on you, and you’ll tug on the wagon.
Tug, tug, tug, tug!
Let’s go! Let’s go!
No good. No good.
You look stuck!
Where did you come from?
Where did they come from?
That is our family’s farm over there. Here are my brothers.

Hi!
How lucky that you showed up!
Would you help us, please?

We could use some new people to help.

Yes, we can all help.

You go to the back. I will tug on the animals. They will tug on the wagon.

Let’s go! Let’s go!

Tug, Tug, Tug, Tug!

Work, work, work, work!

No good. No good.
Are there more people in your family who could help?

Please don’t go back to your farm yet. There is one other thing we did not do yet.

What?

I could get down and help, too.

That could work.

Let’s do it! I will help in the back.

Tug, tug, tug, tug!

Work, work, work, work!

It’s going!

Sometimes the person missing from the job is you.

Let’s get to the inn!

Good luck!
Circle the word that has the long e sound, as in wheel. Write the word to complete the sentence.

We  They

1. __________ are digging in the garden.

like  eat

2. Kim will __________ all her lunch.

sleep  rest

3. I __________ in my bed.

peach  food

4. This is a ____________.

good  green

5. Kathleen sees a ____________ frog.

School-Home Connection
Have your child read each sentence aloud to you. Ask your child to think of other words with the long e sound, as in we.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long e

________________________
________________________
________________________
________________________
________________________
________________________
________________________

Words Without Long e

________________________
________________________
________________________
________________________
________________________

Spelling Words

me
see
feet
seat
mean
team
slow
road
our
over

School-Home Connection

Have your child read each Spelling Word aloud. Ask your child to point to the words that have the long e sound as in we.
Write a word from the box to complete each sentence.

sweep  dream  reach  beach  sheep

1. I ____________ for an apple.

2. Robert has a ____________.

3. Russ has a pet ____________.

4. He likes to ____________.

5. She is playing on the ____________.

School-Home Connection

Write the sentence, “We need peas.” Ask your child to read the sentence and tell how the words are alike and different.
Name ____________________________

Write a word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>door</th>
<th>hurry</th>
<th>mother</th>
<th>dear</th>
</tr>
</thead>
<tbody>
<tr>
<td>should</td>
<td>sky</td>
<td>told</td>
<td></td>
</tr>
</tbody>
</table>

1. My ___________ and I are going to the park.

2. Mom locks the ___________ before we go.

3. I _______________ my friends we’d be there soon.

4. We _______________ _______________ to get there.

5. The _______________ is getting dark.

School-Home Connection
Have your child read the sentences aloud. Then ask your child to think of a sentence that uses more than one word from the box.
Look at the picture that shows what happened. Then circle the sentence that tells why it happened.

<table>
<thead>
<tr>
<th>What Happened?</th>
<th>Why Did It Happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. She likes to drink milk.</td>
<td>She dropped the cup.</td>
</tr>
<tr>
<td>2. His pillow was soft.</td>
<td>He wanted to play.</td>
</tr>
<tr>
<td>3. The snow is cold.</td>
<td>It’s fun to play outside.</td>
</tr>
<tr>
<td>4. They are sitting down.</td>
<td>They will go home.</td>
</tr>
</tbody>
</table>

School-Home Connection
Talk about a story that you and your child have read. Have your child tell something that happened in the story and explain why it happened.
Read the chart. Then write the contraction that completes each sentence.

<table>
<thead>
<tr>
<th>We</th>
<th>have</th>
<th>We’ve</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>are</td>
<td>You’re</td>
</tr>
<tr>
<td>I</td>
<td>have</td>
<td>I’ve</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>We’re</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>They’re</td>
</tr>
</tbody>
</table>

1. Do you see them? ________________________ fishing.

2. I am big. ________________________ grown.

3. Please slow down. ________________________ going too fast.

4. I like Jeff. ________________________ good friends.

Cover the second column of the chart, and have your child tell you the contraction for each pair of words.
Write two sentences that tell about things in the picture. Use describing words in each sentence.

1.

2.

School–Home Connection

Play I Spy with your child using words that tell about color, size, and shape. For example, I spy something small, round, and yellow. (a lemon)
Name ____________________________

Write the word from the box that completes the sentence.

grain  wait  rain  ray
play  paint  gray  railroad

1. Jim and Fay __________ the barn red.

2. Fay feeds ____________ to the hens.

3. Ducks and pigs ____________ by the barn.

4. The sky starts to turn ____________.

5. It starts to ____________ outside.

Point to the words wait, rain, and railroad. Have your child read each word aloud and use it in a sentence.
Name ________________________________

Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long a

day
say
play
plain
rain
wait
feet
me
told

Words Without Long a

----------------------
----------------------
Write the word from the box that completes the sentence.

way  sway  birthday  paint  rainbow  chain

1. Today is Peg’s _________________.

2. Look at the pretty _________________.

3. The trees _________________. in the wind.

4. This is the shortest _________________.

5. Doris needs yellow _________________.

School-Home Connection

Have your child read each completed sentence aloud. Point to the word chain in the box, and ask him or her to use the word in a sentence.
Write a word from the box to complete the sentence.

1. I stay ________ in my winter jacket.

2. My raincoat keeps me ________ when it rains.

3. My shorts keep my legs ________ in summer.

4. I dig ________ in the sand.

5. I like the ________ where I live.

Try This

Write a sentence that uses the word _______.

Have your child read the sentences aloud. Encourage him or her to write a new sentence that includes two words from the box.
The picture shows what happened. Write a sentence that tells why it happened.

He ran inside.

She fed the rabbit.

The paint spilled.

Talk about a story that your child enjoys. Have your child tell you something that happened in the story and explain why it happened.

Practice Book
© Harcourt • Grade 1 • Book 4
Cross out the word that is wrong. Write the correct word that ends with *ail* or *aid*.

1. Fay reads her *mall*.  
2. Lee brings the *pal* to the barn.
3. I see a *snake*.  
4. The man got *pod*.
5. The dog wants to catch his *tall*.  
6. I have a *brad*.

School-Home Connection
Say a sentence with one incorrect word. Have your child say the sentence correctly.
Use describing words to write a sentence about each picture. Write the sentences correctly.

1. [Picture of a dog barking]

2. [Picture of peanuts]

3. [Picture of two cats]

School–Home Connection
Talk to your child, using words that describe what things taste, smell, sound, and feel like (salty, fresh, squeaky, sharp). Have your child identify each describing word you use.
Write the word from the box that completes the sentence.

came  gate  gave  lake
paste  scale  shade  take

1. I helped Dad paint the ____________.

2. Dad had to ____________ a rest.

3. I ____________ over to sit near Dad.

4. We sat in the ____________.

5. Dad ____________ me a cold drink.

Point to the words lake, scale, and paste. Have your child write each word in a sentence.
Name ____________________________

► Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long a

-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------
-------- ---------

Word Without Long a

--------
--------

Spelling Words

came
game
gate
late
lake
take
day
play
four
place

School–Home Connection

Write the Spelling Word came, and ask your child to change one letter to make the Spelling Word game. Repeat with gate (late) and lake (take).
Write the word from the box that completes the sentence.

chase  gave  late
name  paste  wake

1. It’s time for my brother to _______ up.

2. This is not a day to sleep _______.

3. Last night, our uncle _______ us two hamsters.

4. I want to _______ my hamster Jake.

5. We watch them _______ each other.

Have your child read each completed sentence aloud. Then write the words cap and cape. Have your child read each word and draw a picture for it.
Write a word from the box to complete the sentence.

around  found  near  tired
might  open  gone  hears

1. Snake __________________ a loud crash.

2. He looks __________________ the classroom.

3. Snake has __________________ spilled paint.

4. It __________________ take all night to clean up.

5. Snake cleans up. Now he is __________________!
Read about each problem. Then circle the better solution.

1. Kate’s doll always gets lost. On some days, she finds it under the bed. On other days, she can’t find it at all.

   Kate could put the doll on a shelf.
   Kate could give the doll to her sister.

2. Dave eats popcorn. He drops it all over the place. Popcorn is on the rug.

   Dave should eat crackers, too.
   Dave should clean up the popcorn.

3. Edmund’s dog jumps up on people. It will not sit when Edmund tells it to sit. It barks all the time, too.

   Edmund needs to get a bigger dog.
   Edmund needs to train his dog.

School-Home Connection: Talk about a problem in a story you and your child have read. Talk about how the problem was solved.
Write the word from the box that completes the sentence.

plane  shade  Shane
made  cane  lane

1. A hat and a _____________ are by the door.

2. Blake ______________ a sandwich for lunch.

3. Blake will eat his sandwich on the _____________.

4. They sit in the _________________.

5. Uncle ______________ waves at them.

Have your child read each completed sentence aloud. Together, think of other words that end in -ane and -ade.
Look at the picture. Write sentences that tell what you see. Use words that tell how many.

1. I see three dogs.
2. I see seven fish.
3. I see two rabbits.
4. I see one cat.
5. I see four birds.

School–Home Connection
Play a game with your child describing things you see nearby. Use words that tell how many. Have your child guess what you are describing.
Cross out the word that is wrong. Write the correct word.

1. __________
   ______________
   He will bit __________ the apple.

2. __________
   ______________
   I have a kit __________.

3. __________
   ______________
   A clock tells the tim __________.

4. __________
   ______________
   He will rid __________ the bus.

5. __________
   ______________
   They will hid __________ from him.

School/Home Connection
Have your child read aloud each sentence with its incorrect word. Then have him or her read the sentence correctly.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long i

like
line
nine
mine
mile
while
take
came
gone
near

Words Without Long i

came
take
gone
near
Look at the picture. Write a word from the box to complete each sentence.

kite  smile  five  time  slide

1. Carl will ___________ down.

2. It’s ___________ to eat dinner.

3. Miles will be ___________ on his birthday.

4. I ___________ when I am happy.

5. Scott likes to fly his ___________.

School/Home Connection

With your child, think of words that rhyme with each word in the box.
Write a word from the box to complete each sentence.

because  light  right  those  walked

1. Skunk and Duck ______________ to the game.

2. They sat ______________ next to Hen and Eagle.

3. The baseball bats were not ______________.

4. Eagle clapped ______________ a player hit the ball.

5. ______________ players run so fast!” Hen said.

School–Home Connection
Ask your child to read each sentence aloud. Then have your child talk about his or her day, using each word from the box.
Name ________________________________

Read about each problem. Then circle the better solution.

1. Kim is cleaning her room. She put all her things in the box. Now she can’t shut the lid.
   Kim could take some things out.
   Kim could stop cleaning her room.

2. Mike likes to read in school. He likes to read at home, too. Mike has too many books to carry. He keeps dropping the books.
   Mike could read the books.
   Mike could get a backpack.

3. Jill has on a new dress. It is raining. Jill wants to keep her dress dry.
   Jill could put on her raincoat.
   Jill could sing about rain.

School-Home Connection
Talk about a story you and your child have read in which there was a problem. Help your child recall how the problem was solved.
Add -ed or -ing to make a new word. Write the word to complete the sentence.

1. My friend ____________ to me.

2. She ____________ at me.

3. I am ____________ a little fish.

4. I’m ____________ at how fast it swims.

5. The fish are ____________ my feet!

School-Home Connection
Have your child read each completed sentence aloud. Ask him or her which letter in each word was dropped when –ed and –ing were added.
Complete the sentences with feeling words.

1. When I play, I feel ________________.
2. When I get a gift, I am ________________.
3. When I sing a song, I feel ________________.

Write sentences to describe each picture. Use feeling words.

4. ________________________________

5. ________________________________
Circle the sentence that tells about each picture.

1. Kathleen hops in a game.
   Kathleen hopes to play well.

2. Mom has a soft brown robe.
   Mom has a brown stone.

3. This note is for you.
   This net is for you.

4. There are holes here.
   There are halls in here.

5. She woke up at ten.
   She walked at ten.

School-Home Connection
Have your child read each sentence aloud. Ask which words have the long o sound as in hope.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with Long o

__ __
__ __
__ __
__ __
__ __
__ __
__ __
__ __

Words Without Long o

__ __
__ __
__ __
__ __
__ __

Spelling Words

home
hope
rope
rode
rose
those
like
nine
right
walk

Have your child read each Spelling Word aloud. Talk about how the words are alike and how they are different. Start by comparing home and hope.
Complete each sentence with a word that has the long o sound, as in rope.

froze  broke  rose  globe  spoke  hole

1. Ann _______________ the vase.

2. Do you see land on the _______________?

3. The water in the pond _______________.

4. He found a _______________ in his sock.

5. Kay smells the _______________.

Ask your child to read one of the sentences he or she completed. Talk about how the words in the box are alike and how they are different.
Write a word from the box to complete each sentence.

brown  hello  loudly
love  pulled  city

1. My family rode the bus to the _____________.

2. The bus driver said ____________ to us.

3. The bus ____________ into the bus stop.

4. I ____________ to look in all the store windows.

5. Cars honked their horns ____________.
Read the story. Look at the picture. Circle the sentence that draws a conclusion about the story.

1. Rose is very happy. She is thinking of the big cake she will have. Rose giggles when she thinks about the gifts she will open.

   Rose must feed her cat.

   It is Rose’s birthday.

2. Kevin wore his green shirt to school. He put on green socks, too. Kevin wants a green rug for his room.

   Kevin likes green.

   Kevin likes frogs.

School-Home Connection
Give your child some clues about someone or something in the house. Ask your child to name the person or thing. Then have your child give you clues.
Circle the word that completes the sentence. Then write the word.

1. The dog has a _____________.

2. The king sits on his _____________.

3. I see a little _____________.

4. Ben is digging a _____________ for his plant.

5. She is painting on the _____________.

Together, think of other words that end in **one** and **ole**.
Look at the picture. Write sentences that compare the animals. Use words that end in *er* and *est*.

1. 

2. 

3. 

School–Home Connection

Write the words tall, taller, and tallest. Have your child read each word and then draw a picture that illustrates it.
Write the words where they belong in the puzzle.

cage  bridge  mice
pages  prince  space
Read the Spelling Words. Then write each word in the group where it belongs.

Words with c

--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------

Words with g

--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------

Words Without c or g

--------- ---------
--------- ---------
--------- ---------
--------- ---------
--------- ---------
Write the word from the box that completes the sentence.

stage danced fudge

center gentle circus

1. Ginger went to a ____________ with her dad.

2. They ate ____________ at the show.

3. The show was in the ____________.

4. The people were on the ____________.

5. People ____________ on a wire.

School-Home Connection
Have your child read each completed sentence aloud. Then ask him or her to write a sentence using the word gentle.
Write a word from the box to complete the sentence.

eyes  listen  visitor  remembered
become  talk  busy  high

1. Mom was ____________ baking a cake.

2. She put the cake up ____________ to cool off.

3. Spot had ________________ excited about the cake.

4. Just then, a ____________ rang the doorbell.

5. Mom ____________________ Spot.
   It was too late!

School-Home Connection
Have your child read each completed sentence aloud. Together, make up sentences for the unused words in the box.
Read the story. Look at the picture.
Circle the sentence that draws a conclusion about the story.

1. Jade feeds Hank, her hamster, and gives him fresh water. When Hank is asleep, she reads about cats and dogs.
   Hank reads many books. Jade likes animals very much.

2. Tim and Neal jump into the water. It is cold! Dennis goes down the slide. "Neal, I like to play in your pool!" Dennis says.
   The boys are swimming at Neal’s house. Neal and his friends can’t swim well.

3. Nick and Dad hang a note at the store. The note says Lost cat, black with white feet. Nick says to Dad, "I hope he will be found. I miss him so much."
   Nick does not like cats. Nick feels sad.

School-Home Connection
Talk with your child about the answer that he or she chose for each story. Ask your child to explain some of the clues that helped him or her choose the answer.
Write the contraction that completes the sentence.

<table>
<thead>
<tr>
<th>can’t</th>
<th>didn’t</th>
<th>We’ll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom’s</td>
<td>Dad’s</td>
<td>He’ll</td>
</tr>
</tbody>
</table>

1. ____________ go to the lake to camp.

2. My friend ____________ come with us.

3. ____________ come with us next time.

4. ____________ packing the bags.

5. ____________ taking the bags to the car.

School-Home Connection
Ask your child to point out the contraction that was not used. (didn’t) Then have him or her tell you the two words that make up the contraction.
Draw pictures to show two meanings of each word. Choose one meaning, and write a sentence that shows it.

1. bump

2. wave

With your child, think of sentences for two meanings of the word *watch*. Have your child draw a picture for each meaning of the word.
“Mother told me I could keep one. I will keep this one,” said Jean.

“Hurry Patch,” said Doreen. “Let’s go home. I’ll feed you a treat.”

“Dad, can I keep him?” asked Doreen. “Yes,” said Dad. “You need a pet.”
Jean saw two cats by her house. They did not have a home. "This is a nice cat, too. I should ask Doreen if she wants a cat."

"He needs a name," said Dad. "Let’s call him Patch."

Doreen wants the cat. "Oh, dear!" Doreen said. "I hope my dad will let me keep him."

"Ask Doreen if she wants a cat."
Mouse said she could not play. She had to make a place to live.

Then the two friends played all day.

"Make a warm, dry home. Then you may play."

Work, Then Play
One warm day, Frog wanted to play with Mouse. Her Dad said, "Mouse, you must make a winter home." At last, her home was finished. Frog helped Mouse make her home. There were just four more days until winter. Soon it would be very cool outside.

Frog helped Mouse make her home. At last, her home was finished. Her Dad said, "Mouse, you must make a winter home."
People like to watch the players step up to the plate and hit the ball. CRACK!

People in many lands play the game. They play in the same way—with a ball, a bat, and a mitt.
People play baseball in many places. To play the game, you need only a ball, a bat, a mitt, and a big place. The game began in the U.S.A. First, it was called town ball. Then it became baseball.

People might get tired when they play baseball. You have to run around a lot. To play the game, you need only a ball, a bat, a mitt, and a big place.
One bird finds worms. Those worms are good for dinner.

Four white birds think about the new tales they will hear.

He wants to fly away again. Where will he go?
Five white birds live in the same nest. They get along because they’re friends.

One bird tells tales about the places he has seen. The others like to hear his tales. They smile because his tales are good. He doesn’t know. He will come right back to tell more tales.
“Hello,” said Jake. “Do you want toast with jam?”

“I hope you will get down now, Bones!” said Jake.

Bones ate up the toast and jam. All I got was a mess to clean up!
When I woke up, I felt sick. My nose hurt. I had a bad cold. "Yes, I'd love toast with jam," I said. My dog, Bones, jumped up and pulled the blanket. "No!" I said loudly. Bones jumped and poked around. Then he barked loudly.
"Let's try to cross the old bridge," said the little goat to the larger goats.

"No!" they said. "Rage won't let us!"

By now, the little goat had crossed the bridge. "Good-bye, Rage!" he called.

"Have fun fixing your bridge!"

"Just look at this rail," said the little goat. "It's not safe."
Rage sat on his old bridge.

"Let’s talk, Rage," said the little goat. "You need to fix your bridge. I do not!"

"Listen, everyone! This is my bridge."

Rage sat on his old bridge. "I will let no one cross it!"

"This bridge has become old," said the little goat. "Look at this edge."

"Open your eyes, Rage! Look at this large space in the center."

"Go away!" yelled Rage. "Go away!"
Narrator: In a land far away lived Queen Jane and King Jack. They were always looking for new friends for their son, Prince Ken.

Prince Ken: My friends must be smart and kind. They must also have good manners.

King Jack: We want you to have good manners, too.

Narrator: One day the doorbell rang. Prince Ken opened the door. The visitors were King Dan and Princess Pam.

King Jack: Hello! Please come in.

King Dan: What a lovely, warm place you have here.
**Queen Jane:** King Dan has very nice manners. Let’s see if Princess Pam does, too.

**Princess Pam:** My mother asked me to bring you these flowers, Queen Jane.

**Queen Jane:** Thank you! They are so pretty!

**Narrator:** The king and queen invited King Dan and Princess Pam to stay for dinner.

**Queen Jane:** Does Princess Pam like peas, King Dan?

**King Dan:** No, but I love peas. Peas with dinner will be fine.
Narrator: At dinner, everything was going very well.

Queen Jane: Would you like some milk, Princess Pam?

Princess Pam: Yes, please.

King Jack: Would you like more hot dogs, Princess Pam?

Princess Pam: No, thank you. I’m full, but they were very good, sir.

Queen Jane: You have such nice manners!

Narrator: The queen was watching to see if Princess Pam would try the peas. A person with good manners tries a bite of everything.

Princess Pam: Prince Ken, do you play basketball?

Prince Ken: Yes, I do! Do you play, too?
Princess Pam: I’m on a team.

Prince Ken: We should play a game after dinner.

Princess Pam: I would love to!

Narrator: Just then Princess Pam ate some peas.

King Jack: She’s eating some peas!

Queen Jane: You don’t like peas, but you still ate some!

King Jack: At last we’ve found the right friend for our son!

Prince Ken: Yes! Princess Pam is smart, kind, and she has good manners.

Princess Pam: Thank you! Would you like to play basketball now, Prince Ken?

Prince Ken: Yes! Let’s go.

Narrator: That’s how the princess who ate peas became Prince Ken’s best friend.
Circle the sentence that tells about the picture.

1. She thinks the doll is cute.
   She thinks the doll is cut.

2. We like to go swimming in the tub.
   We like to go swimming in June.

3. The cold cup is melting in the heat.
   The ice cube is melting in the heat.

4. She shows us a cobweb.
   She shows off her costume.

5. The tube is not empty.
   The tub is not empty.

School-Home Connection
Have your child read each sentence aloud. Ask which words have the long u sound as in cute.
Read the Spelling Words. Then write each word in the group where it belongs.

Words with u

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

Words Without u

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

School-Home Connection

Have your child read each Spelling Word aloud. Ask him or her to point to the Spelling Words that end with a silent e.
Look at each picture. Write the word from the box that completes the sentence.

use  rude  cute  flute  cube  mule

1. The block is the shape of a ___________.

2. Jake plays the _____________ well.

3. The _____________ will not get up.

4. She will _____________ the brush.

5. He holds the _____________ kitten.

School-Home Connection
Write the words hug and huge. Have your child read the words aloud. Talk about how the words are alike and different.
Write the word from the box to complete the sentence.

- clear
- color
- good-bye
- hair
- kinds
- toes
- only

1. We saw all ____________ of animals.

2. A cat was licking between her _____________.

3. I saw fish in a ____________ tank.

4. Dad liked the green ____________ of the little bird.

5. I saw ____________ one cat.

Try This

Write a sentence using a word from the box.

School-Home Connection

Have your child read the words and sentences aloud. Encourage your child to write other sentences using the words.
Comprehension: Alphabetize
Lesson 25

Put the words in ABC order.

1. pond
2. fish
3. swim
4. duck

1. hide
2. bird
3. flip
4. spray

Ask your child to read aloud the words in each box. Have your child explain how he or she put the words in order.
Name _______________________________________

Add ed or ing to the word. Write the new word in the sentence. Remember to drop the e or double the last letter.

1. I __________________________ my mom and dad good-bye.

   hug

2. My big brother and I went __________________________.

   hike

3. We __________________________ at the stars last night.

   gaze

4. Today, we will be __________________________ up rocks.

   dig

5. We are __________________________ lots of fun!

   have

School-Home Connection
Point to the words hug and hike. Ask your child to explain how each word changes when ing or ed is added to it.
Use verbs from the box. Write sentences that tell what animals do.

leap  jump  wiggle  lick
bite  paddle  swim  dive
slither  sleep  cuddle  gobble
flop

1. 
2. 
3. 

Say sentences aloud using interesting verbs such as wiggle, bump, stretch, crumple, freeze, and shuffle. Have your child identify the verb in each sentence.
Circle the word that completes the sentence. Then write the word.

1. Beaver was eating some ____________.
   ______________

2. "May I ____________ some of that?" asked Turtle.
   ______________

3. "You ____________ not like it," said Beaver.
   ______________

4. ____________ not?" asked Turtle.
   ______________

5. "I make ____________ pies with mud," Beaver said.
   ______________
Read the Spelling Words. Then write each word in the group where it belongs.

Words with i

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

Words with y

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

Words Without i or y

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

---------------------------------------------------------------

School-Home Connection

Have your child read each Spelling Word aloud. Talk about different ways to spell the sound /i/.

Spelling Words

my
ty
tried
ties
light
might
use
rule
color
hair
Write the word from the box that completes the sentence.

cried  high  lights  night
sight  sky  tried  why

1. Last ________________, we looked at the stars.

2. It was fun to see their twinkling ________________.

3. “There’s a falling star!” ________________ Mom.

4. “What a lovely ________________!”

5. She reached out and ________________ to catch it.

School-Home Connection

Have your child read the words and sentences aloud. Encourage him or her to write additional sentences using the words high and why.
Write the word from the box that completes the sentence.

climbed  earth  fooling  thought  table

1. We will read about the _____________.
2. Luke _____________ that he would like to read about that.
3. Mrs. Hill ____________ up to get the globe.
4. She set the large globe on the _____________.
5. Mrs. Hill was not _____________ us when she told us the earth is round!
Read the story. Then circle the answer to each question.

The sun is shining on the creek. Beaver is cutting down a small tree. He is making a nice home out of sticks and branches.

Beaver hears some children playing nearby. Splash! Beaver slaps his flat tail on the water. This tells all the beavers to hide until the children go away.

Chomp, chomp! Nibble, nibble! Beaver must hurry. At the end of the day, Beaver has a nice new home.

1. Who is this story about?
   - some children
   - Beaver
   - a tree

2. Where does this story happen?
   - at a creek
   - in a house
   - at a school

3. What is it about?
   - Children like to play by creeks and look at beavers.
   - Beavers can slap their tails on the water.
   - Beaver works hard and makes a nice home.
Look at the picture. Write the word from the box that completes the sentence.

She’d  They’re  He’d  You’d  We’ve  I’ve

1. _______________ like to ride on the train.

2. _______________ having fun sailing on the lake.

3. _______________ lost my hamster.
   Will you help me find it?

4. _______________ like to swim with the other children.

School/Home Connection
Ask your child to read one of the sentences he or she completed. Then ask your child what two words make up each contraction.
Use verbs from the chart to write sentences that tell about now.

plant  grow  fall  dig  pick
plants  grows  falls  digs  picks

1.

2.

3.

School-Home Connection

With your child, make up sentences using the verbs stamp, shake, and sweep. Then ask your child to add s to each verb and use it in a new sentence.
Write the word from the box that completes each sentence.

tower  proud  crown
flowers  found  out

1. The queen put her ________________ on.

2. She went ________________ to find the king.

3. The king could not be ________________.

4. She went up in the ________________.

5. She saw the king picking ________________.

Have your child read each completed sentence aloud. Point to the word proud, and ask your child to use the word in a sentence.

School-Home Connection

Practice Book
© Harcourt • Grade 1 • Book 5
Name _______________________________________

Read the Spelling Words. Then write each word in the group where it belongs.

Words with ow

______________  ______________
______________  ______________
______________  ______________
______________  ______________

Words with ou

______________  ______________
______________  ______________
______________  ______________

Words Without ow or ou

______________  ______________
______________  ______________
______________  ______________

Spelling Words

how  cow  down  out  found  round  try  light  earth  table

School–Home Connection

Ask your child to read aloud two pairs of Spelling Words that rhyme. (how, cow; found, round) Have your child think of words to rhyme with the other Spelling Words.
Write the words where they belong in the puzzle.

Couch  cow  house  flower
mouth  owl  tower

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

School-Home Connection
Write the words blouse, growl, cloud, and round. Say a clue for each word, and have your child point to the correct word.
Write a word from the box to complete each sentence.

Name __________________________

1. Mrs. Brown _________________ the door.
2. We went to the park _________________.
3. Mrs. Brown’s _________________ went too.
4. I _________________ Brad on the swing.
5. We _________________ Brad giggle.

School-Home Connection
Ask your child to find the word pools in the box. Ask him or her to use it in a sentence.
Read the story. Then circle the best answer for each question.

Butterfly woke up and said, “I am going on a trip to see my friends!” He packed a snack.

Up, up, up he flew. “Oh no!” Butterfly cried. “I forgot my map! How will I find my friends?”

Butterfly tried to think of what to do. He said, “I will look for the bright red flowers in their yard!” He saw the flowers. He flew down.

“Hi, Robin! I’m so glad to be here!” Butterfly called.

1. Who is this story about?
   - Robin and Finch
   - Butterfly
   - birds

2. When does the story happen?
   - at lunchtime
   - in the night
   - in the morning

3. What is the story about?
   - Butterfly eats a snack.
   - Butterfly wants to find his friends.
   - Butterfly sets things up for a game.
Write the word from the box that completes each sentence.

1. Ed dressed up like a ____________ for my birthday.
2. He jumped up and _____________.
3. He fell on the ____________ and giggled.
4. His dog played with a ____________ ball.
5. Ed is the best clown in ____________!
Name ____________________________________________

Write am, is, or are to complete each sentence.

__________

__________

1. I ________ riding my bike.

__________

__________

2. Mom ________ riding her bike.

__________

__________

3. We ________ riding to the pond.

__________

__________

4. You ________ going too fast!

__________

__________

5. She ________ waiting for me.

School-Home Connection

Help your child use am, is, and are correctly. Say what you are doing—for example, I am cutting carrots. This carrot is long. Have your child create similar sentences.
Circle the sentence that tells about each picture.

1. The pets hurry to a field. We’re having a funny pet party.

2. Annie’s bunny has floppy ears. The bunny finds pennies.

3. Molly’s puppy hurries to see the bunny. The puppy smells plenty of daisies.

4. Twenty pretty kittens take a nap. Randy shows us a very sleepy kitty.

5. Molly’s frisky puppy wants to play. The animals left a muddy mess.

6. Ronnie is hungry for toast and jelly. Everybody is happy about the party.

School-Home Connection
Ask your child to find all the words spelled with y or ie and read them aloud.
Name __________________________  

Read the Spelling Words. Then write each word in the group where it belongs.  

**Words with y**  

funny happy story stories hurry hurried how out baby done  

**Words Without y**  

School–Home Connection  

Have your child read each Spelling Word aloud. Ask your child to change story to make stories, and hurry to make hurried.
Write the word from the box that completes each sentence.

sunny  windy  family
worry  field  hurried

1. Angie and her __________ went on a picnic.

2. They went to a grassy __________.

3. It was a very __________ day.

4. Then it got rainy and __________.

5. They got their things and __________ home.

Try This

Draw a picture of you and your friends having a picnic. Use the words in the box to write about the picture.
Write a word from the box to complete each sentence.

- great
- took
- poured
- almost
- traveled
- blue
- able

1. Betsy’s mom and dad ____________________________ her on a trip.

2. They ____________________________ to the seashore.

3. Betsy liked the sparkling ____________________________ water.

4. Betsy ____________________________ sand into a bucket.

5. Betsy was ____________ to swim with her mom’s help.

6. It was a ____________________________ trip.

School-Home Connection

Have your child read the word almost from the box. Ask him or her to write the word in a sentence about a trip to the beach.
Read the story. Write three details about it.

Jimmy likes to make things out of blocks. He makes a small house. He uses red blocks for the walls. Jimmy uses some black blocks for the windows. The beds are made from blue blocks. Jimmy plays for a long time. He is proud of all the things he made with blocks.

Possible responses:

The house has red blocks for the walls. It has black blocks for the windows. Jimmy is proud.

Read the story with your child. Ask him or her to read the parts of the story that are not details about what Jimmy is making. (Jimmy plays for a long time; He is proud . . . )
Read the words in the box. Look at the pictures. Write the word that completes each sentence.

<table>
<thead>
<tr>
<th>daisies</th>
<th>families</th>
<th>happier</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurried</td>
<td>worried</td>
<td>prettiest</td>
</tr>
</tbody>
</table>

1. Julie was ________________ about her party.

2. "What if no one likes the ________________ on the cake?"

3. All the kids ________________ to see the cake.

4. They said it was the ________________ cake they had ever had.

5. That made Julie feel much ________________.

School-Home Connection
Ask your child to name the root word for each word in the box. (daisy, family, happy, hurry, worry, pretty)
Change each verb in the box to a verb that tells about the past. Then choose one verb and write a sentence about the past.

1. jump
2. move
3. want
4. walk
5. clean
6. pick

7. ____________________________

8. ____________________________

9. ____________________________

10. ____________________________

School–Home Connection

Have your child tell you about what he or she did in school today. Encourage your child to use words that tell about the past. For example, I watched the fish. I kicked the ball.
Name ________________________________

Circle the sentence that tells about the picture.

1. The boy has two boats.
   The boy is in the room.
   The boy has on boots.

2. Jenny stands by the pole.
   Jenny goes to the zoo.
   Jenny has lost a tooth.

3. The owl fools the moon.
   The owl flew to the moon.
   The owl hoots at the moon.

4. This bird eats with a spoon.
   This bird eats fish for food.
   This bird sits on a stool.

5. Mom reads the news at noon.
   Mom reads a book.
   Mom reads to a poodle.

School-Home Connection:
Ask your child to read each sentence aloud.
Have him or her underline the words that have the vowel sound heard in boot.

Practice Book
© Harcourt • Grade 1 • Book 5
Read the Spelling Words. Then write each word in the group where it belongs.

Words with oo

-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------

Words Without oo

-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------
-----------

Spelling Words

boot
tooth
soon
noon
new
grew
story
hurry
great
took

Have your child read each Spelling Word aloud. Write the words book and booth. Have your child change one letter in each word to make a Spelling Word (took, tooth).
Write the word from the box that completes each sentence.

blew  bloomed  roots  droopy
room  grew  noodle  cool

1. Oh, no! This plant looks ________________.
   ________________________________

2. It may need more ________________ to grow.
   ________________________________

3. I will water its ________________.
   ________________________________

4. Now I’ll put it in a ________________ spot.
   ________________________________

5. The plant ________________ so fast!
   ________________________________

School-Home Connection
Ask your child to read each sentence aloud. Together, think of other words with the vowel sound spelled oo or ew, as in bloom or grew.
Write a word from the box to complete each sentence.

boy building tomorrow
toward welcoming

It’s fun __________________ things out of clay. I like to make things with a ____________________________ named Carl. He has such ____________________________ smile. When I carry my ____________________________ the table, I will not ____________________________ drop it. I will finish this ____________________________.

Try This
Write your own sentence with the word tomorrow.

Have your child read each sentence aloud. Then talk about other ways your child could complete each sentence.
Read the story about the picnic. Then answer each question.

Mom is taking my friends and me on a picnic. We are packing our food in a big cooler with some ice. Leslie and Mary pack ham and cheese sandwiches. Mom packs some apples. “Julie, don’t forget to put in some water bottles!” Mom tells me. Now we are all set to go on our picnic.

1. What sandwiches will they eat? ________________________

2. What fruit will they eat? ________________________

3. Who is going on the picnic? ________________________

Have your child read the story to you. Talk about the items that are being packed for the picnic. What would your child pack?
Complete each sentence. Write the contraction for the two words in the box.

1. ___________ been here for a long time.

2. ___________ wait much longer.

3. ___________ be late for the play.

4. ___________ acting like a butterfly.

5. ___________ going to a party later.

Write the following contractions: you’d, you’re, you’ll. Ask your child to tell you which two words each contraction stands for. (you would; you are; you will)
Write was or were on the lines to complete the story.

__________          __________

The house ___________ messy. It ___________ Mom’s  

__________          __________

birthday. She ___________ still at work. Dad and Sandy  

__________          __________

__________ cleaning. Arthur ___________ making a  

__________          __________

big cake. We ___________ excited. Soon the house and  

__________          __________

the cake ___________ ready.

Use was or were to write a sentence about what happened when Mom came home.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Write the word from the box that completes the sentence.

hold     kind     I’m
won’t     tidy     open

1. “Can you __________ the door?” asked Mom.

2. __________ happy to help,” said Joan.

3. “I’ll be glad to __________ some bags, too.”

4. “That’s very __________ of you,” Mom said.

5. “I __________ forget how you have helped me.”
Read the Spelling Words. Then write each word in the group where it belongs.

Words with i

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

Words with o

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

Words Without i or o

__________________________  __________________________

__________________________  __________________________

__________________________  __________________________

Have your child read each Spelling Word aloud. Write kind and bold, and have your child write Spelling Words that rhyme with each one.
Write the word from the box that completes the sentence.

kind    chosen    behind

tiger    nobody    title

1. Janet had ____________ a book to read.

2. She liked the ____________ of the book.

3. The book was about a ____________.

4. It was the ____________ of book she liked to read.

Try This

Choose a word from the box. Write a sentence of your own.

School-Home Connection

Have your child read each completed sentence aloud. Ask him or her to write another sentence using one of the words from the box.
Finish the sentences to tell about yourself.

1. When I get **ready** for school, I ____________________________
   ____________________________
   ____________________________

2. I like to read **any** book that’s about ____________________________
   ____________________________
   ____________________________

3. I stand in the **front** of the mirror when I ____________________________
   ____________________________
   ____________________________

4. There is **nothing** that I like more than ____________________________
   ____________________________
   ____________________________

5. I say that I am **sorry** when I ____________________________
   ____________________________
   ____________________________

Ask your child to read each sentence to you. Talk about what it means to be **ready**.
Each group of words is in ABC order.
Add more words. Keep the words in ABC order.

<table>
<thead>
<tr>
<th>1. air</th>
<th>2. bridge</th>
<th>3. ________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________</td>
<td>5. mall</td>
<td>6. ________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. fine</th>
<th>2. ________</th>
<th>3. jail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________</td>
<td>5. park</td>
<td>6. ________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>________</th>
<th>2. jungle</th>
<th>3. pond</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________</td>
<td>5. ________</td>
<td>6. zoo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School-Home Connection**
Ask your child to make a list of six foods he or she likes to eat. Then ask your child to write the food words in ABC order.
Read the clues. Then write the words where they belong in the puzzle.

holds gold sold
cold old fold

1. Mom ____ the baby.
2. It’s not hot. It’s ____.
3. My ring is made of ____.
4. I am 7 years ____.
5. I can ____ a shirt.
6. They ____ their house.
Write go and went to complete the story.

Planning the Party

Annie ________ to visit Liz last week. They ________
planned a party. Yesterday, Liz ________ to the store to buy milk and eggs. Today, Liz and Jan will ________
to Annie’s house. They will make cupcakes.

Now, imagine you were invited to the party. Write a sentence to tell what you will do or what you did do. Use go or went correctly.

School–Home Connection
Talk about where you and your child went yesterday or last week. Then talk about where you will go today or tomorrow.
"I have some bad news, little moles," said Mule.

The moles jumped down into their hole. "Thanks for the news, Mule!"

"Why?" asked the moles. "What is this bad news?"

The moles called.
Mule spotted three cute moles beside a hole.

"We don't want to hear bad news," the moles said.

Mule said, "I hate to be rude, but there is no time to waste!"

"The news is that a huge snake is coming," Mule told them. "Find a safe place to hide!"
Little Bird found a nice new home.

Little Bird flew for a long time. The sky got lighter and brighter.

“I will fly around the earth!” thought Little Bird.
4. The winter was very cold. Other birds flew along with her.

2. Little Bird thought it was time to fly away.

5. Sometimes there was very little to eat. Little Bird was hungry.

7. The days got longer and warmer.
The friends ate a fine lunch together. “It’s nice to have lunch with an old friend,” said Rose. “It’s nice to have lunch with my new friends,” said a baby butterfly.

The friends shopped around town together. When they were done they went to Bob’s house.

Bob made a list of things to buy. Then he went to town.
In town, he met Rose. "I heard you were in town," said Bob. "Can you have lunch with me today?"

"Yes," said Rose. "How nice of you to ask!"

Bob Brown used the food to make lunch. He even set out flowers!

Bob Brown was hungry. He wanted to eat.
“Someday, I will be able to go up in the blue sky. I really want to try.”

Up in the blue sky, Mike wrote “I love to fly!”

Mike dreamed that he got his wish. He got into a plane and took off!
Mike had a dream. He wanted to travel in a plane.

"Someday, I'm going to fly," he told his friends. "It's my dream."

"This is great! It's easy! I can see trees and streams and fields!"

Mike went to school. He studied hard.

"I'm going to fly," he told his friends. "It's my dream."

He studied hard.

"It's my dream."

"It's easy! I can see trees and streams and fields!"

"I'm going to fly," he told his friends.
Croc gets lost. “Oops! Now I won’t finish the race until tomorrow!” he says.

“Oh, boy! I am winning,” she shouts.

Babs the baboon soon leads the way.

The welcoming sign is up. It is time for the race.

4. Ozzy runs like the wind. "I am just a few steps away from Babs," he says.

The ground shakes as he runs. "Here I come!" he calls.

Bounder is running toward the finish line. "I hope that I will win!"

Ricke is fast for his huge size. "I am just a few steps away from Babs," he says.
My building falls down. I don’t want to play with blocks. There’s nothing to play with! “Find something new to do,” says Mom.

What do you like to do on cold, rainy days?

“Yes, I’m ready to help!” Mom and I both like to bake.

5. "Are you ready to help with the baking?” asks Mom.

6. It’s rainy and cold, so I play inside. I’m making a tall building with blocks.

7. This snack tastes really good! I hope it’s cold and rainy tomorrow. Then we can bake again!
The Thing Under the Bridge

Big Billy Goat
Middle Billy Goat
Little Billy Goat
Wind

Big Billy Goat: Look at the sun rise in the beautiful, blue sky.

Middle Billy Goat: Yes. It’s a new day of eating grass.

Little Billy Goat: Today is just like yesterday. Tomorrow will be the same. Nothing ever changes.

Middle Billy Goat: Every day we eat grass and see the same things—

Big Billy Goat: the cool river,

Middle Billy Goat: the hill,

Little Billy Goat: the grass,

Big Billy Goat: the bridge,

Little Billy Goat: and all that yummy clover on the other side of the bridge.

Middle Billy Goat: If only we could cross the bridge.

Little Billy Goat: Why can’t we cross the bridge?
Wind: Whoooooooooo! Whooooooooo!

Big Billy Goat: Can’t you hear that sound? That’s why we cannot cross the bridge!

Little Billy Goat: I think you are just fooling around! That sound might just be the wind.

Wind: Whoooooooooo! Whooooooooo!

Big Billy Goat: I think it heard you! Stand together so we will be safe!

Middle Billy Goat: It is very loud!

Big Billy Goat: Whatever it is, it must be big.

Wind: Whoooooooooo! Whooooooooo!

Little Billy Goat: The clover looks great. I can almost taste it from here.

Big Billy Goat: Where are you going? I thought I told you we can’t go!

Middle Billy Goat: Come back!

Big Billy Goat: Oh, dear! I can’t look.
Middle Billy Goat: Is that Little Billy Goat walking toward the clover?

Big Billy Goat: No. It can’t be.

Middle Billy Goat: He’s climbing up the hill. I think he’s eating the clover!

Big Billy Goat: Why is he rolling around on the ground like that?

Middle Billy Goat: I think he’s very happy.

Big Billy Goat: That is not our Little Billy Goat. The thing under the bridge ate him all up!

Wind: Whoooooo00000! Whoooo00000000000!

Middle Billy Goat: I don’t think there is anything under the bridge!

Big Billy Goat: What?

Middle Billy Goat: I think it’s only the wind!

Wind: Whoooo00000!

Middle Billy Goat: I’m ready to go, too.

Big Billy Goat: Listen to me! Don’t go! You will not be able to make it!
**Middle Billy Goat:** I’ll see you on the other side!

**Big Billy Goat:** I see Middle Billy Goat on the other side of the river! He is jumping up and down. I know they are fine, but what about me? Look at those huge bites of clover! I’m going, too!

**Wind:** Whooooooooooo! Whoooooooooooooooo!

**Big Billy Goat:** Oh, no! The thing under the bridge will eat me!

**Wind:** Whooooooooooo! Whoooooooooooooooo!

**Big Billy Goat:** It does sound a lot like the wind.

**Wind:** Whooooooooooo! Whoooooooooooooooo!

**Big Billy Goat:** I see them waving to me again! They must be welcoming me to the other side of the bridge!

**Wind:** Whooooooooooo! Whoooooooooooooooo!

**Big Billy Goat:** Good-bye, Wind! I’m off to get some clover!

**All Billy Goats:** Hurray! We are all together again.

**Little Billy Goat:** The clover tastes great!

**Wind:** Whooooooooooo! Whoooooooooooooooo!

**Big Billy Goat:** I think the wind wants some, too!
Index

COMPREHENSION

Alphabetize 1-5: 6, 41
Author’s Purpose/Point of View 1-3: 13, 41
Cause and Effect 1-4: 6, 13
Classify/Categorize 1-1: 20, 41
Compare/Contrast 1-2: 6, 34
Details 1-2: 13, 20 1-5: 27, 34
Draw Conclusions 1-4: 34, 41
Main Idea 1-3: 27, 34
Make Predictions 1-1: 6
Problem/Solution 1-4: 20, 27
Sequence 1-3: 6, 20
Story Elements 1-1: 27 1-5: 13, 20
Story Elements (Characters) 1-1: 34
Story Elements (Plot) 1-2: 27
Story Elements (Setting) 1-2: 41
Use Graphic Organizers 1-1: 13

GRAMMAR

Describing Words: -er and -est 1-4: 36
Describing Words: Color, Size, and Shape 1-4: 8
Describing Words: Feelings 1-4: 29
Describing Words: How Many 1-4: 22
Describing Words: Taste, Smell, Sound, and Feel 1-4: 15
Exclamations 1-2: 8
Names of Days and Months 1-3: 8
Names of Holidays 1-3: 15
Naming Parts of Sentences 1-1: 22
Nouns: Animals or Things 1-2: 22
Nouns: People or Places 1-2: 15
One and More Than One 1-2: 29
Possessives (’s and pronouns) 1-3: 36
Questions 1-1: 43
Sentences 1-1: 8
Special Names and Titles for People 1-2: 36
Special Names of Places 1-2: 43
Telling Parts of Sentences 1-1: 29
Telling Sentences 1-1: 36
Troublesome Words: Homophones 1-3: 43
Troublesome Words: Multiple-meaning Words 1-4: 43
Using Am, Is, and Are 1-5: 22
Using Go and Went 1-5: 43
Using He, She, It, and They 1-3: 29
Using I and Me 1-3: 22
Using Was and Were 1-5: 36
Verbs 1-5: 8
Verbs that Tell About Now 1-5: 15
Verbs that Tell About the Past 1-5: 29
Word Order 1-1: 15

HIGH-FREQUENCY WORDS

1-1: 5, 12, 19, 26, 33, 40
1-2: 5, 12, 19, 26, 33, 40
1-3: 5, 12, 19, 26, 33, 40
1-4: 5, 12, 19, 26, 33, 40
1-5: 5, 12, 19, 26, 33, 40

PHONICS

Compound Words 1-2: 35
Consonant /s/c; /j/g, dge 1-4: 37, 39
Contraction 'd 1-5: 14, 35
Contraction 'll 1-2: 28
Contraction n't 1-1: 42
Contraction 's 1-1: 21, 42
Contraction 's, n't, 'll 1-4: 42 1-5: 35
Contraction 've, 're 1-4: 7 1-5: 14, 35
Digraph /ch/ch 1-4: 4
Digraph /ch/ch, tch 1-3: 2, 4
Digraph /k/ck 1-1: 23, 25 1-2: 18
Digraph /kw/qu 1-4: 25
Digraph /kw/qu, /hw/wh 1-3: 16, 18
Digraph /sh/sh 1-2: 37, 39 1-3: 4
Digraph /th/th 1-2: 9, 11, 39 1-3: 18
Diphthong /ng/ng 1-2: 23, 25
Inflection -ed, -er, -est, -es 1-5: 28
Inflection -ed, -ing 1-1: 35 1-3: 21, 35 1-4: 28
Inflection -ed, -ing (double final consonant) 1-5: 7
Inflection -ed, -ing (drop e) 1-5: 7
Inflection -er, -est 1-3: 28
Inflection -es 1-3: 7
Inflection -s 1-1: 7
Inflection -s, -ed, -ing 1-3: 14 1-4: 28
Initial Blends with l 1-2: 7
Initial Blends with r 1-2: 21
Initial Blends with s 1-2: 14
Initial Blends with l, r, s 1-2: 42
Long Vowel /a/-a/-e, i/i/-e, /o/-o/-e 1-5: 4
Long Vowel /ã/-a/-æ 1-4: 16, 18, 39
Long Vowel /æ/-ai, ay 1-4: 9, 11
Long Vowel /æ/-ai, ay; /ë/-e, ee, ea 1-5: 11
Long Vowel /ë/-e, ee, ea 1-4: 2, 4
Long Vowel /ë/-y, ie 1-5: 23, 25
Long Vowel /ï/-i, /ö/-o 1-5: 37, 39
Long Vowel /ï/-i/-e 1-4: 23, 25, 39
Long Vowel /ï/-i/-e, /ö/-o/-e 1-5: 39
Long Vowel /ï/-y, ie, igh 1-5: 9, 11
Long Vowel /ö/-o/-e 1-4: 30, 32
Long Vowel /ö/-ow, ow 1-3: 37, 39 1-5: 32
Long Vowel /y/-ö/-u/-e 1-5: 2, 4
Phonogram -ag, -and 1-1: 14
Phonogram -ail, -aid 1-4: 14
Phonogram -ake, -ate 1-4: 21
Phonogram -ill, -it 1-1: 28
Phonogram -old 1-5: 42
Phonogram -one, -ole 1-4: 35
Phonogram -own, -oast 1-3: 42
Phonogram -own, -ound 1-5: 21
r-Controlled Vowel /ær/-ar 1-3: 9, 11
r-Controlled Vowel /ær/-ar; /œr/-er, ir, ur 1-5: 25
r-Controlled Vowel /œr/-or 1-3: 11
r-Controlled Vowel /œr/-or, ore 1-2: 30, 32
r-Controlled Vowel /œr/-er, ir, ur 1-3: 23, 25
Short Vowel /a/-a 1-1: 2, 4, 9, 11, 18 1-4: 18
Short Vowel /e/-e 1-2: 2, 4, 18
Short Vowel /i/-i 1-1: 16, 18, 32, 39 1-4: 25
Short Vowel /i/, /e/, /u/ 1-3: 25
Short Vowel /o/ 1-4: 4
Short Vowel /o/ 1-1: 30, 32, 39 1-2: 4, 32 1-3: 39 1-4: 32
Short Vowel /u/ 1-2: 16, 18
Syllable /al/-el 1-3: 30, 32
Variant Vowel /ô/a 1-1: 37, 39
Vowel Diphthong /ô/oo, ew (as in boot, new) 1-5: 30, 32
Vowel Diphthong /ou/ow, ou 1-5: 16, 18

SPELLING
1-1: 3, 10, 17, 24, 31, 38 1-2: 3, 10, 17, 24, 31, 38 1-3: 3, 10, 17, 24, 31, 38 1-4: 3, 10, 17, 24, 31, 38 1-5: 3, 10, 17, 24, 31, 38