Suggested Remote Learning Activities

K-2 READING
Part 1

Expect great things.

Pittsburgh Public Schools
Suggested Remote Learning Activities Information

Below is a list of resources that you can utilize to practice your reading skills schools are closed. The activities are designed to reinforce the learning already facilitated during the 2019-2020 school year. This packet includes a list of Most Common Words. You can utilize this list to create flash cards to practice fluency and accuracy with your student. The second activity is the Foundational Skill Practice Book Pages. Review the pages included and select the activities just right for your student. The third activity in the packet is the Sleuth Reading passages. Students can read the passages, complete the comprehension questions, gather evidence, and write a brief summary of each passage. Again, select the activities just right for your student. The table below also includes additional online resources through the Clever portal and general online resources for additional reading and writing practice. These activities are optional for students.

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Additional Online Resources through Clever:

- Pearson Easybridge through Clever (Link to ReadyGen)
- ABC Mouse through Clever
- Starfall through Clever
- Time Kids through Clever
- iRead (if you normally utilize this program at school)
- Reading Horizons Software (if you normally utilize this program at school)

Students will access the Clever portal through this link: https://clever.com/in/pittsburghpublic/staff/portal

Online resources for additional reading practice:

- Chatterpix by Duck Duck Moose (App)
- Outdoor Family Fun with Plum by PBS Kids (App)
- Peg + Cat Big Gig by PBS Kids (App)
- Scholastic Learn at Home: https://classroommagazines.scholastic.com/support/learnathome.html
- Storyline Online: https://www.storylineonline.net/
- Fun Brain: funbrain.com
- Highlights: Highlightskids.com
- Edmentum: https://info.edmentum.com/Worksheet-Bundles_Download.html
## MOST COMMON WORD LISTS

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<td>Help</td>
<td>Through</td>
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<td>Want</td>
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<td>Also</td>
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<td>Three</td>
<td>Small</td>
<td>Set</td>
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<td>Put</td>
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<td>Does</td>
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<td>Read</td>
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<td>Home</td>
<td>Move</td>
<td>Try</td>
<td>Kind</td>
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<td>Picture</td>
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<td>Below</td>
<td>Country</td>
<td>Plant</td>
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<td>Without</td>
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<td>Later</td>
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<td>Young</td>
<td>Talk</td>
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<td>Soon</td>
<td>List</td>
<td>Song</td>
<td>Begin</td>
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<tr>
<td>Family</td>
<td>Color</td>
<td>Afternoon</td>
<td>Music</td>
<td>Body</td>
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</tbody>
</table>
Directions: Name each picture. Write m on the line if the word begins with m. Color the /m/ pictures.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Write Color
Home Activity: Have your child trace the largest letter T.

Directions: Name each picture. Write T on the line if the word begins with /t/. Color the /t/ picture.

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Name
Directions: Name each picture. Write a on the line if it begins with /a/. Color the /a/ pictures.

Name: ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Color: ____________________

Write: ____________________
Home Activity: Have your child find an object that begins with /a/ and write the word. Draw a picture of it. Then write each line next to the picture. Color the pictures with colors that begin with /a/.

Directions: Name each picture. Write a on the line.

1 + 1 = 2

Write Color

Name
Home Activity: Have your child find pictures that begin with /s/ and paste the pictures on paper to begin with /s/.

Directions: Name each picture. Write /s/ on the line if the word begins with /s/. Color the /s/ pictures.

Name
Directions: Name each picture. Write p on the line if the word begins with /p/. Color the /p/ pictures.

Home Activity: Have your child find pictures that begin with /p/ and paste the pictures on paper to make a /p/ book.
Write the word. The word begins with /k/. Color the /k/ pictures.

Directions: Name each picture. Write the /k/ on the line if the picture begins with /k/.

Home Activity: Have your child find an object at home that begins with /k/. Draw a picture of it, and write the word.
Home Activity: Have your child find other words that begin with /k/.

Directions: Name each picture. Write on the line if the word begins with /k/. Color the /k/ pictures.

Cow
Soup
Cat

Write
Color
Name
With your child, point out words that begin with "I". Look through a newspaper or book.

Directions: Name each picture. Write / on the line if the word begins with "I". Color the / with a pencil.

Name
Home Activity: Help your child make a list of words.

Write /\.

Name: ________________

Directions: Name each picture. Write /\ on the line if the word has /\ in the middle. Color the /\ words.

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Draw a picture for each word. Have your child write dp and lap and sit.

Directions: Write or a to finish each word. Color the pictures.

- pud
- sdp
- mdm
- glm

Name
Home Activity: Have your child draw a picture of something with /.

Directions: Name the pictures. Write / on the line if the word has / in the middle. Color the / pictures.

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[Images of various objects labeled with /]
Directions: Name each picture. Write on the line if the word begins with 'n'. Color the 'n' in pictures.

Home Activity: Have your child name other words that begin with 'n'.

9 _

_ _

_ _

_ _

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_ _

Name
Home Activity: Have your child trace n and d and the final sound in the box. Color the final /d/ words green.

Directions: Name each picture. Write the letter for the initial sound in the box.
Home Activity: Have your child find pictures that begin with 'fr' and paste the pictures on paper. The word begins with 'fr'. Color the 'fr' pictures.

Directions: Name each picture. Write the 'fr' on the line.

Write

Color

Name
Directions: Color each picture that begins with R.
Write R in the box.
Home Activity: Have your child name the pictures that begin with R.
Directions: Name each picture. Write a on the line if a word begins with a/d. Color the picture.

Write Color

Name
Home Activity: Have your child find other words that begin with /d/ or /k/.

Directions: Name each picture. Write it on the line if the word begins with /d/ or /k/.

- Dog
- Dog
- Door
- Door
- Duck
- Duck
- Donut
- Donut
- Key
- Key
- Girl
- Girl

Color the pictures.
Home Activity: Have your child find pictures that begin with /f/ and paste the pictures on paper to make a /f/ book.

Directions: Name each picture. Write /f/ on the line if the word begins with /f/.

Color

Write

Name
Directions: Name the pictures. Color each picture. Write in the box.

Home Activity: Have your child name the pictures.

that begin with /f/.

Write
Home Activity: Look through a newspaper or book with your child and point out words that begin with 'ol'.

Directions: Name each picture. Write a word on the line if the word begins with 'ol'. Color the 'ol' pictures.

- Olive
- Orange
- Owl
- Elephant

Name
Directions: Write a / e, o / to finish each word. Color.

Name
Directions: Circle the word that names the picture.

- cob
- cab
- fox
- fix
- top
- tap
- mop
- mop
Say the word for each picture. Write m on the line if the word has the same first sound as map.

1. [monkey] ______  ______
2. [airplane] ______  ______
3. [horse] ______  ______
4. [moon] ______  ______
5. [mouse] ______  ______
6. [giraffe] ______  ______
7. [flower] ______  ______
8. [broom] ______  ______
Name ____________________________

Ss

Say the word for each picture.
Write s on the line if the word has the same first sound as the picture of a seal.

1. __________

2. __________

3. __________

4. __________

5. __________

6. __________

7. __________

8. __________

Home Activity Your child learned that some words begin with the letter s. Have your child find other words with /s/ as in seal.
Say the word for each picture. Write t on the line if the word has the same first sound as tiger.

1. _______  
2. _______  
3. _____  
4. _______  
5. _______  
6. _______  
7. _______  
8. 10 _______  

Home Activity: Your child learned that some words begin with the letter t. Have your child find other words with /t/ as in tiger.
Aa

Say the word for each picture.
Write a on the line if the word has the same first sound as apple.

1. 

2. 

3. 

4. 

5. 

6. 

Say the word for each picture.
Write a on the line to complete the word.

7. 

8. 

Home Activity Your child learned about the short a vowel sound in words. Have your child find other words with /a/ at the beginning or in the middle, such as apple and pat.
Cc

Say the word for each picture.
Write c on the line if the word has the same first sound as cat.

1. [Image of coffee cup]
2. [Image of apple]
3. [Image of tire]
4. [Image of camera]
5. [Image of camel]
6. [Image of candle]
7. [Image of astronaut]
8. [Image of computer]

Home Activity: Your child learned that some words begin with the letter c. Have your child find other words with /k/ as in cat.
Pp

Say the word for each picture. Write p on the line if the word has the same first sound as:

1. 

2. 

3. 

4. 

Say the word for each picture. Write p on the line if the word has the same ending sound as:

5. ma

6. Sa

7. ca

8. sa

Home Activity: Your child learned that some words begin and end with the letter p. Have your child find other words that begin and end with /p/.
Say the word for each picture.
Write n on the line if the word has the same first sound as ️.

1.  
2.  
3.  
4.  

Say the word for each picture.
Write n on the line if the word has the same ending sound as ️.

5. ma
6. ca
7. ma
8. ca

Home Activity Your child learned that some words begin and end with the letter n. Have your child find other words that begin and end with /n/.
Say the word for each picture.
Write the letter on the line that begins the word.

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

Write p or n on the line to complete the word.

7. ca________
8. pa________
9. ma________
10. ma________

Home Activity Your child reviewed words that begin with c, n, and p and reviewed words that end with n and p. Have your child find other words with /c/ as in cat, /p/ as in pig, and /n/ as in nut.
Say the word for each picture. Write f on the line if the word has the same first sound as fish.

1.

2.

3.

4.

5.

6.

7.

8.
Say the word for each picture.
Write i on the line if the word has the same first sound as \( \Rightarrow \).
Say the word for each picture.
Write l on the line if the word has the same first sound as

1. [Dinosaur]  
2. [Lion]  
3. [Leaf]  
4. [Shoe]  
5. [Bicycle]  
6. [Cabbage]  

Write two words that rhyme with pill.

7. ___________________  
8. ___________________  

Home Activity Your child learned that some words begin with the letter l. Have your child find other words with /l/ as in ladder.
Name ____________________________

Oo

Say the word for each picture.
Write o on the line if the word has the same first sound as 🦑.

1. 🦑  __________

2. 🕯  __________

3. 🐍  __________

4. 🐄  __________

Say the word for each picture.
Write o on the line if the word has the same middle sound as 🎢.

5. ⚫ t p  __________

6. 🎨 d ll  __________

7. 🪚 p n  __________

8. 🧼 m p  __________

Home Activity Your child learned about the short o vowel sound in words. Have your child find other words with /o/ at the beginning or in the middle, such as octopus and box.
Say the word for each picture. Write \( r \) on the line if the word has the same first sound as \( r \).

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**Home Activity** Your child learned that some words begin with the letter \( r \). Have your child find other words that begin with /r/ as in rocket.
Say the word for each picture.
Write j on the line if the word has the same first sound as .
Write w on the line if the word has the same first sound as .

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

Home Activity: Your child learned that some words begin with the letter w and some words begin with the letter j. Have your child find other words that begin with /w/ as in waterfall and /j/ as in jet.
Ee

Say the word for each picture.
Write e on the line if the word has the same first sound as __________.

1. __________  
2. __________  
3. __________  
4. __________

Say the word for each picture.
Write e on the line if the word has the same middle sound as __________.

5. __________  
6. __________  
7. __________  
8. __________

School + Home
Home Activity Your child learned that some words have the short e sound. Have your child find other words with /e/ at the beginning or in the middle, such as elephant and bell.
Say the word for each picture. Write v on the line if the word has the same first sound as volcano.

1.

2.

3.

4.

5.

6.

Write V or v to make a word.

7. at

8. ic

9. al

10. an

Home Activity Your child learned that some words begin with the letter v. Have your child find other words with /v/ as in volcano.
Say the word for each picture.
Write y on the line if the word has the same first sound as 🍊.
Write z on the line if the word has the same first sound as 🦓.

1. 🍊 =
2. 🐻 =
3. 🍋 =
4. 🏡 =
5. 🐘 =
6. 🐏 =
7. 🦏 =
8. 🧵 =

Home Activity: Your child learned that some words begin with y and some words begin with z. Have your child find other words that begin with /y/ as in yo-yo and /z/ as in zebra.
Qq

Say the word for each picture.
Write q on the line if the word has the same first sound as quilt.

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

Write qu to make a word.

7. ______i________
8. ______i________
9. ______i________
10. ______i________

Home Activity Your child learned that some words begin with the letter q. Have your child find other words that begin with /kw/ as in quilt.
Say the word for each picture.

Write a on the line if you hear the short a sound.

1. bag
2. fan
3. mop
4. map

5. can
6. man
7. pig
8. van

Write a word for each picture.

9. baseball
10. hat

Home Activity Your child has reviewed words with the short a sound heard in cat. Work with your child to make words that rhyme with cat and man.
Name ______________________________

Say the word for each picture.
Write ck on the line if the word has the same ending sound as 🌟.

1. __________ ta __________

2. __________ ba __________

3. __________ fa __________

4. __________ sa __________

5. __________ ha __________

6. __________ ja __________

7. __________ pa __________

8. __________ ca __________

Write two words that have the same ending sound as 🌟.

____________________________________

____________________________________

____________________________________

____________________________________

Home Activity Your child practiced reading and creating words that end in ck. Help your child write words that rhyme with sack.
Say the word for each picture.
Write x on the line if the word has the same ending sound as ax.

1. 6
   ______
   si ______

2. wa ______

3. li ______

4. ki ______

5. bo ______

6. mi ______

7. si ______

8. fi ______

Write two words that have the same ending sound as 6.

............................................................................................................
............................................................................................................

Read the sentence below. Underline the words that have the same ending sound as ax.

He saw six wax cats.
Say the word for each picture. Circle the picture if the word has the short o sound you hear in top.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15.

Home Activity Your child practiced creating words with the short o sound heard in top. Encourage your child to use the short o words pictured above in sentences.
Circle a word to match each picture.

1. bat
   bats

2. mop
   mops

3. rock
   rocks

4. pig
   pigs

5. top
   tops

6. cap
   caps

7. kit
   kits

8. sack
   sacks

Write a sentence for each word.

9. cats

10. wigs

Home Activity: Your child identified singular and plural nouns. Have your child name items around the house. Point out the use of -s at the end of many plural words, such as books, apples, and bowls.
Add -s to each word.
Write the new word on the line.

1. hop ____________ 2. sit ____________

3. see ____________ 4. pat ____________ 5. help ____________

Use the words you wrote to finish the sentences.
Write the words on the lines.

6. Jack ____________ a big dog.

7. Jack ____________ the dog.


9. The dog ____________ Jack.

10. The dog ____________ on Jack.

Home Activity Your child added -s to verbs. Have your child write the verbs see, fan, nap, dig, sit, hop, jog, and mop, and add an -s to each verb. Have your child pick a verb and use it in a sentence about you, such as Mommy hops. Then act out the sentence.
Add -ing to each word.  
Write the new word on the line.

1. help  

2. look  

3. fix  

4. lick  

5. play  

Use the words you wrote to finish the sentences.  
Write the words on the lines.

6. Jan is ____________ at the cats.

7. Jan is ____________ the cats.

8. The cats are ____________ with the can.

9. The big cat is ____________ the little cat.

10. Jan is ____________ the lock.

Home Activity: Your child added -ing to verbs. Have your child write the verbs lick, rock, kick, eat, and mix on slips of paper. Then have your child add -ing to each verb. Have your child pick a slip of paper and act out the word for you to guess.
Circle the word for each picture.

1. mitt men man
2. bed bid bad
3. pen pan pin
4. tin tan ten
5. jam jet jog
6. net not nip

Circle the word the completes each sentence.

7. The fat __________ sits on my lap.
   hen hat

8. I like my short __________ hat.
   rid red

Home Activity Your child practiced reading words with the short e sound heard in web. Work with your child to make words that rhyme with pet or bell.
Pick letters from the box to finish each word. Write the letters on the line.

1. __________ ag

2. __________ ock

3. __________ ap

4. __________ ess

5. __________ ab

6. __________ og

7. __________ ell

8. __________ ed

9. __________ ep

10. __________ in

Home Activity: Your child practiced creating words with initial blends (flag, dress, sled). Help your child make up silly sentences that each contain words beginning with just one blend, such as Freddy frog likes French fries.
Name ____________________________

Say the word for each picture.
Write u on the line if you hear the short u sound.

1. __________
   b________g

2. __________
   d________ck

3. __________
   b________s

4. __________
   h________g

5. __________
   b________x

6. __________
   dr________m

7. __________
   s________n

8. __________
   sl________d

Write a sentence for each word.

9. mud ____________________________

10. plum __________________________

School + Home Home Activity Your child identified and created words with the short u sound heard in pup. Work with your child to write words that rhyme with rug.
Name ____________________________

Say the word for each picture. Write sh or th to finish each word.

dish think

1. ____________  2. ____________
   --------------  --------------
   op fi ____________

3. ____________  4. ____________
   --------------  --------------
   in ell

5. ____________  6. ____________
   --------------  --------------
   ba bru

Circle a word to finish each sentence. Write the word.

path math

7. She walked on the bike ____________________.
   drip ship

8. I saw the ____________________ from the beach.

Home Activity Your child added the digraphs sh and th (two letters that together stand for one sound) to complete words. Have your child copy the words that contain sh from this page and use as many of those words as possible in one sentence. Repeat using the th words.
Circle a word to finish each sentence. Write it on the line.

1. We met Dad at the ____________.

2. We take a ____________ and talk.

3. Dad got a ____________ bag.

4. We ____________ go in.

5. I am too ____________ to see!

Home Activity Your child practiced reading words with the vowel sound heard in bell and walk. Work with your child to write a list of words that rhyme with ball.
Circle the word for each picture. Write it on the line.

1. face  fake
   _______________

2. rake  race
   _______________

3. cave  cage
   _______________

4. wag  wage
   _______________

5. speck  space
   _______________

6. stage  stake
   _______________

7. track  trace
   _______________

8. pace  page
   _______________

Circle the word to finish each sentence. Write the word.

9. I tripped on my _______________.
   page  cage
   _______________

10. My pet bird lives in a _______________.
     _______________
Circle the word for each picture.

1. wall  whale
2. shin  chin
3. catch  cats
4. wash  watch
5. ship  whip
6. chick  check
7. patch  pass
8. limp  chimp

Pick a word to finish each sentence. Write the word on the line.

9. Henry made a mistake on his ___.
   what  want

10. He did not know ___ to do.

Home Activity  Your child practiced reading words with digraphs wh, ch, and tch (letters that together stand for one sound). Have your child use each word above in a sentence.
Write the letters to make a word in each sentence. Then read the story.

R____s____ wanted to make soup. She didn’t have a_____.

b____n____. So she put a big st____n____ in the pot. She didn’t have a st____v____. She made a fire outside her_____.

h____m____. She hung the pot on a p____l____.

“T____p____ this will be good,” Rose said.

Circle the words that have the same long o sound as_____.

clove  bond  not  poke  stop  spoke

drop  lost  vote  son  color  told

Home Activity Your child practiced reading words with the long o sound spelled o – e, such as rope. Work with your child to write a list of words that rhyme with bone. Repeat with joke.
Read each sentence. Write the contraction for the underlined words.

I do not think I can do this. I don't think I can do this.

1. "I cannot make a nest," said the little bird.

2. "I will need help with the sticks," said the little bird.

3. "I do not think I can help," said the frog.

4. "You will need a big bird to help you," said the frog.

5. "I am a big bird! I can help," said the big bird.

Home Activity: Your child combined words to form contractions ending with 'n't, 'm, and 'll. Say a contraction aloud. Have your child tell you the two words that were combined to make the contraction. Repeat with the other contractions.
Circle the word for each picture.

1. mule mile
2. tub tube
3. cub cube
4. Pete pet

5. tug tune
6. flat flute
7. tub tube
8. hug huge

Find the word that has the same long u sound as _______.
Mark the ◯ to show your answer.

9. ◯ rut
   ◯ rid
   ◯ rule
10. ◯ cut
    ◯ cute
     ◯ cup

Home Activity: Your child practiced reading words with the long u sound spelled u-e, such as cube. Write words from this page in a list. Say each word. Have your child point to the word and read it.
Pick a word from the box to finish each sentence. Add \textit{ed} to each word. \textit{Write} it on the line.

\begin{center}
call \quad walk \quad sniff \quad jump \quad rest
\end{center}

\begin{enumerate}
\item They \underline{jump} rope together.
\item Pam \underline{sniff} June.
\item They \underline{walk} to the park.
\item They \underline{call} in the shade.
\item They \underline{rest} the flowers.
\end{enumerate}

\textbf{Home Activity} Your child practiced writing words ending in \textit{ed}, such as \textit{patched}. Ask your child to read each word and use it in a sentence.
Name ____________________________

Circle the word for each picture.

1. ramp rabbit
2. button brake
3. dinner dent
4. base basket
5. helmet hello
6. napkin name
7. mask muffin
8. wall walnut

Draw a picture for each word.

9. mitten
10. picnic

Home Activity Your child read words with two syllables that have two consonants in the middle, as in kitten. Have your child choose five words from the page and use each word in a sentence.
Name ________________________

Say the word for each picture.
Write a, i, o, or u to finish each word.

1. ________ ge
   2. ________ se
   3. ________ ce
   4. ________ ce

5. ________ be
   6. ________ ce
   7. ________ se
   8. ________ se

Find the word that has the same middle sound as the picture.
Mark the space to show your answer.

9. ☐ cup
   ☐ cape
   ☐ cute

10. ☐ bone
    ☐ bite
    ☐ bell

Home Activity Your child wrote words that end with silent e and have long vowel sounds in the middle.
Give your child practice with words that rhyme with face, cube, mice, and nose. Take turns writing and
reading rhyming words.
Name ____________________________

Say the word for each picture.
Pick the letters from the box that finish each word.

bl  sl  nt  cl  nd  sk  st  str  fr  spl

1.  ______  ______
   _______ imp  ca ______

2. ______  ______
   _______ ma _____

3. ______  ______
   _______ ip

Read each sentence. Add the missing letters to the word or words. Use the box above for help.

5. My ______iend Sam and I put up a te______.

6. Our ______eping bags were on the grou______.

7. They seemed to be on a ______ant.

8. We ______etched out on our backs.

9. I ______ashed water on my face to ______ay awake.

School + Home Activity Your child wrote words that started or ended with consonant blends, such as stop, hand, and strap. Work with your child to write words that start or end with the consonant blends shown in the box on this page. On a separate sheet of paper, have your child illustrate each word.
Look at the first word.
Circle the word that rhymes with the first word.

1. rocket
   pocket  packet  right

2. sadness
   sudden  stories  gladness

3. sink
   sank     rink    ring

4. neck
   peck    nick    nest

5. hung
   hunk    sung    hang

Read the story.

Nan is a black duck. She can swim in the pond. She had a snack, but the snack sunk in the pond. Nan was sad. Ted said, “Do not be sad. I will bring you a snack, and we will have a picnic.” Now Nan has a snack again, and she is happy.
Pick a word to match each clue. Circle the word.

1. You can ride it.  
   bake  bike

2. You put it in food.  
   spice  space

3. You ask friends to come.  
   invite  instead

4. It is a flower.  
   rise  rose

5. It helps men walk.  
   cane  cone

6. You can wear it.  
   cape  cage

7. You can swim in it.  
   like  lake

8. It means “put back.”  
   replace  ready

Read the story.

Tony is in Jane’s class. His desk is next to her desk. Yesterday, Jane had to lend Tony a pen and paper. Later, they rode home together. Today, Jane will put on her cape and ride her bike to school. Jane will take her lunch in the basket on her bike. She will invite Tony to ride with her. They will not be lonely.

Home Activity  Your child identified words that end with silent e and have long vowel sounds in the middle of a syllable. Point to words that your child circled. Ask your child to read each word aloud and use the word in a sentence.
Name __________________________

Say the word for each picture. Write the letters from the box to finish each word.

bl sl nt spr nd sk st str fr spl

1.  

_______  

ba ______ et

2.  

_______  

a ______

3.  

_______  

_______ anket

4.  

_______  

_______ ash

5.  

_______  

_______ ing

6.  

_______  

_______ ing

Read the story.

Blanca is so strong she can split logs with an ax. She is also fast. She can sprint faster than any other kids in her class. This spring, her class will plant a tree. Then the kids will run in a race. Blanca will not finish last. After the race, the kids in her class will play games.

School + Home  Home Activity Your child wrote words that started or ended with consonant blends, such as stop, hand, and strap. Ask your child to circle words in the story with these blends.
Name ________________________________

Read each word. Find the base word. Write the base word on the line.

1. helps ____________________________ 2. stacked ____________________________
   __________________________________________________________
3. dusting __________________________ 4. stopped ____________________________
   __________________________________________________________
5. fixed ____________________________ 6. dropped ____________________________
   __________________________________________________________
7. smiling __________________________ 8. gives ____________________________
   __________________________________________________________

Read the story.

Lola likes to toss balls at the basket. Phillip likes to tell her how to get them into the basket. A few days ago, Lola was jumping to get the ball into the basket. Phillip jumped even higher, but he did not get the ball into the basket. Lola did. Now she can do it better than Phillip. Phillip asked her to help him, and Lola said yes. Now she helps him all the time.

School + Home

Home Activity Your child wrote words that ended with -s, -ed, or -ing, such as kicks, stacked, hopping, and riding. Ask your child to reread the story and circle the words that end with -s, -ed, and -ing.
Name __________________________

Pick a word from the box to match each picture. Write the word on the line.

- arm
- horn
- core
- oar

artist bark garden roar score
short start store stork storm

1. __________________________
2. __________________________
3. __________________________
4. __________________________

5. __________________________
6. __________________________
7. __________________________
8. __________________________

Pick a word that is the opposite of each word below. Write the word on the line.

9. stop ________________
10. tall ________________

Home Activity: Your child wrote words that contain the vowel sounds in arm, horn, core, and oar. Ask your child to name words that rhyme with arm, horn, core, or oar. Write the words your child names. Ask your child to read the list of words.
Read the contractions in the box.
Pick the contraction that is formed from each pair of words.
Write the contraction on the line.

<table>
<thead>
<tr>
<th>can’t</th>
<th>haven’t</th>
<th>he’s</th>
<th>I’m</th>
<th>she’s</th>
<th>they’ll</th>
<th>we’ll</th>
<th>who’s</th>
</tr>
</thead>
</table>
| 1. have + not
   ________________
   ____________________
   ____________________ |
| 3. can + not
   ________________
   ____________________
   ____________________ |
| 5. who + is
   ________________
   ____________________
   ____________________ |

2. I + am
   ________________
   ____________________
   ____________________ |

4. they + will
   ________________
   ____________________
   ____________________ |

6. we + will
   ________________
   ____________________
   ____________________ |

Circle the contraction in each sentence.

7. He’s her little brother.
8. She’s his big sister.
9. Lisa hasn’t eaten lunch yet.

Home Activity Your child practiced forming contractions, such as hasn’t, she’s, we’ll, and I’m. Read one of the contractions shown in the box above. Ask your child to tell you the words that make up the contraction. Work with your child to practice the contractions shown on the page.
Write the word for each picture. Use the words in the box to help you. Add -s, -es, change the y to i and add -es, or change the f to ve and add -s.

bunny bush calf fork fox
house leaf leaf candy shelf spoon

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

School + Home Activity Your child formed plural nouns by adding -s, -es, changing the y to i and adding -es, or changing the f to ve and adding -s. Ask your child to name objects in a room, closet, or drawer and then list the words. Have your child write the plural form of a word when needed.
Name ________________________________

Read each sentence. Circle the word with the long a sound. Write the word on the line.

1. The ducklings play in the water.

2. The baby ducks do not see the cat.

3. It is waiting in the grass.

4. The big ducks are not afraid of the cat.

5. The cat runs away as fast as it can.

6. We bought a new table.

__________________________________________________________________

Home Activity Your child identified words with common vowel patterns spelled a, ai, or ay (tail, tray). Have your child read sentences to find words with the long a sound. Ask your child to tell how the long a sound is spelled in each word.
Read the words. Circle the word for each picture.

1. farmer  former

2. marching  morning

3. oar  are

4. stare  store

Read the story.

Dan went with his mother to her store this morning. His mom is in a car pool, so they rode in Barney’s car. First, they drove along the shore and listened to the roar of the sea. They had to drive around some fresh tar on the road. Then they passed a farm. The farmer was harvesting corn in his garden. At last, they came to the store Dan’s mother owns.

Home Activity Your child identified words with ar, or, ore, and oar that have the same vowel sound as in barn, stork, store, and board. Have your child use the circled words from the above exercise in his or her own sentences. Encourage your child to write the sentences and illustrate them.
Name __________________________

Pick the contraction that is formed from each pair of words. Write the word on the line.

- doesn't
- don't
- he'll
- I'm
- it's
- she'll
- haven't
- won't

1. will not
   __________________________
   __________________________
   __________________________

2. it is
   __________________________
   __________________________
   __________________________

3. does not
   __________________________
   __________________________
   __________________________

4. I am
   __________________________
   __________________________
   __________________________

5. he will
   __________________________
   __________________________
   __________________________

6. she will
   __________________________
   __________________________
   __________________________

Read the story.

It's a fine morning, and I'm on my way to Charles's party. He'll have popcorn, hot dogs, and juice. There won't be any cake at the party. His mother doesn't like him to eat sweets, so she'll have fruit instead. I don't mind not having cake. The party will be in the backyard. That's where his garden is. I haven't seen his garden since the corn grew. It'll be a fun day.

School + Home

Home Activity Your child practiced forming contractions such as won't, she'll and I'm. Write the contractions from the box on separate index cards. On other cards, write the pairs of words that form the contractions. Have your child match the contractions and word pairs.
Circle the word in each row with the long a sound. Write the word on the line.

1. badly  banker  baby
2. clam  class  clay
3. bank  bait  bang
4. later  ladder  lamp

Read the story.

Today Katy made boats with paper sails. After it stopped raining we went to the pond to sail them. We put the boats in the pond and they sailed away. The ducks didn’t like the boats. They swam away from them. But one duck stayed for a close look. He must have seemed crazy to the other ducks. Then the sky turned gray again. We couldn’t see a ray of sunshine. It started to rain and we went home for the day.

Home Activity Your child identified words in which the long a sound is spelled a, ai, or ay. Ask your child to write the long a words from above on separate index cards. Then have your child sort the words according to the way the long a sound is spelled.
These bees only fly past words with the long e sound. Circle each word with the long e sound. Draw a line to show the path from the bees to the tree.

Start → bunny → me → tent → pets → jeans → egg → bed → bed → wheat → feet → End

Home Activity: Your child identified words with common vowel patterns spelled ee as in wheel, ea as in leaf, e as in we, and y as in baby. Work with your child to make picture cards of long e words with a picture on the front and the word for it on the back.
Circle the word in each row with the long o sound. Write the word on the line.

1. toad    top    two
2. bog     book    bowl
3. took    toss    toast
4. out     over    one
5. most    moss    mop
6. spoon   show    shoe
7. hot     hold    hook
8. play    pot     photo
9. veto    vet     vane
10. good   got     grow

Home Activity Your child identified words with common vowel patterns spelled o, oa, or ow. Write the word endings -ost, -old, -oat, and -ow on slips of paper. Have your child add beginning letters to each ending to form long o words.