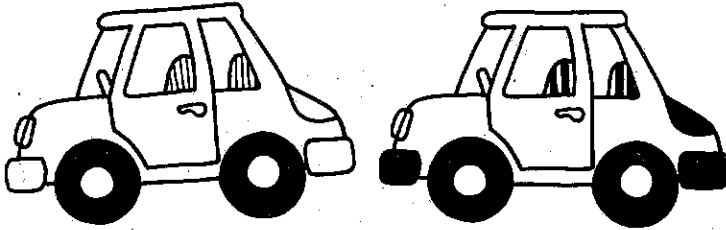


Name _____

High-Frequency
Words:
the, my, I, a, go
.....
Lesson 6 Day 2



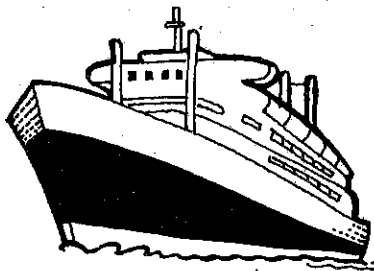
The



go.



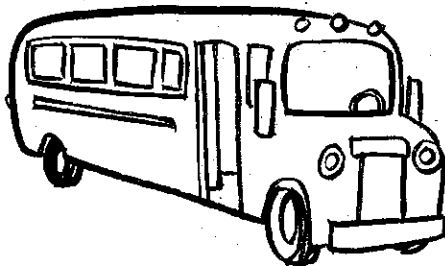
A



can go.



My



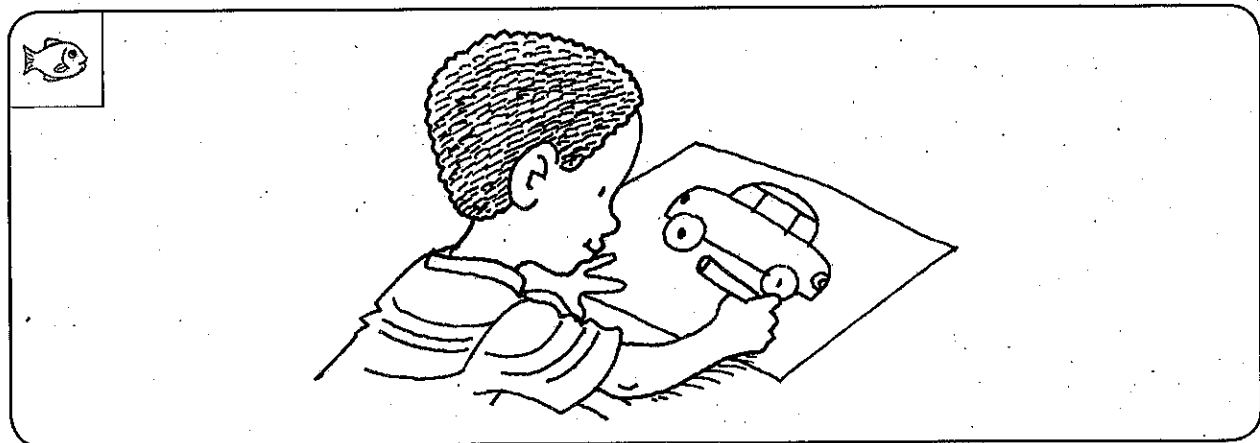
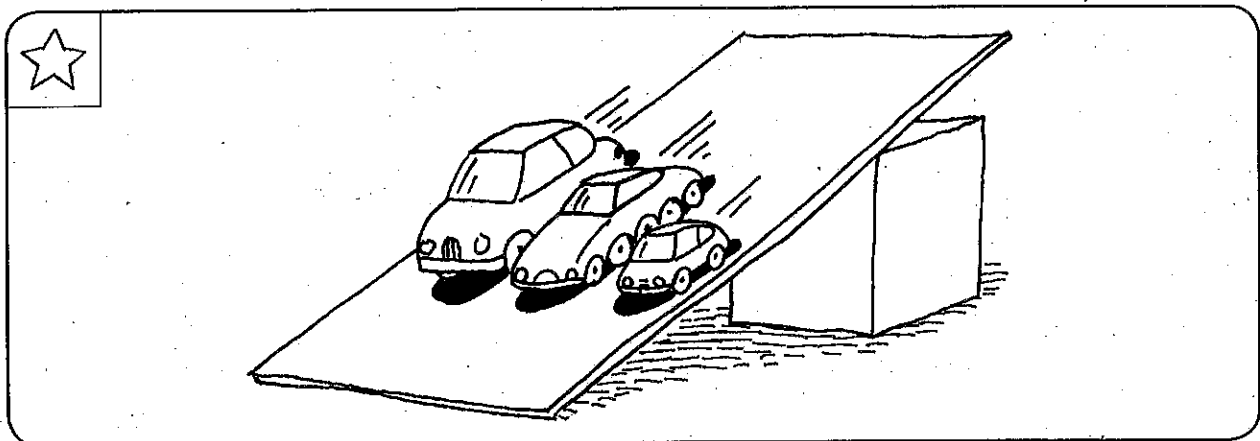
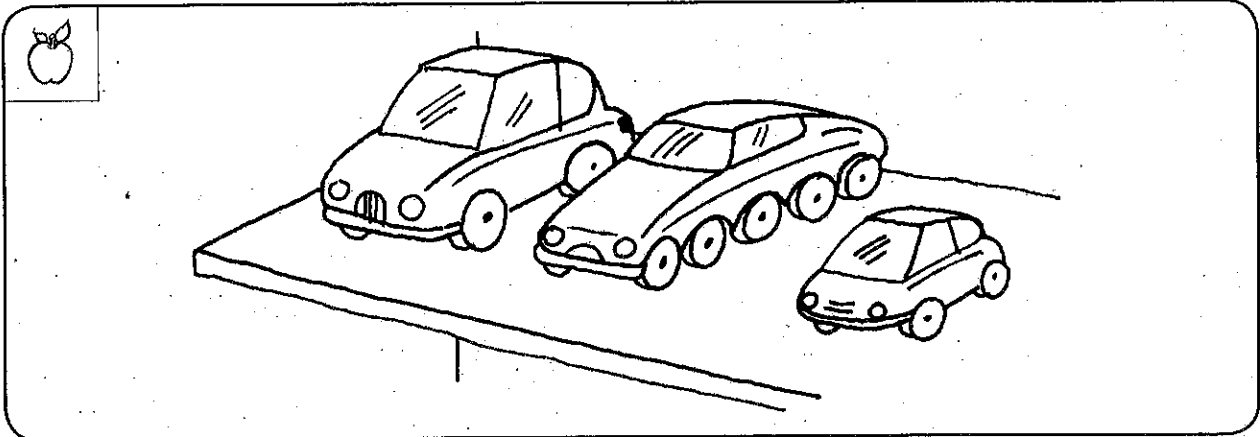
can go.



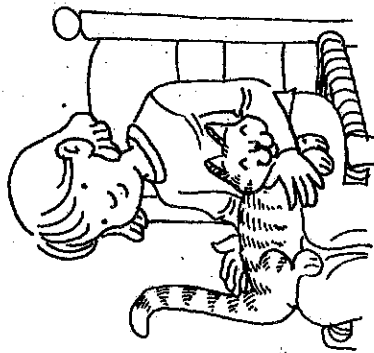
I go

Directions: Read the first three sentences with children. Then have them read the last sentence and draw a picture to show where they go. Then have them read the sentences again.

Name _____



Directions: Have children circle the picture that shows their prediction for what might happen next in the story. Have them use clues from the story to explain their prediction.



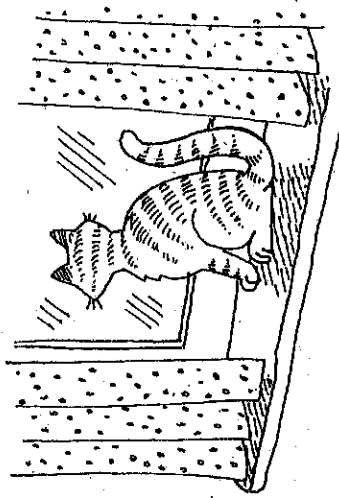
Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about why the cat was happy.

8



Fold

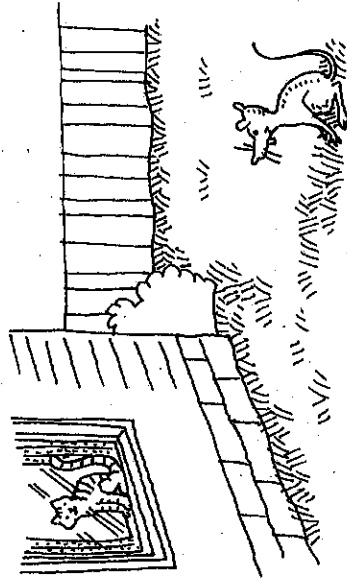
My Cat



1



Fold



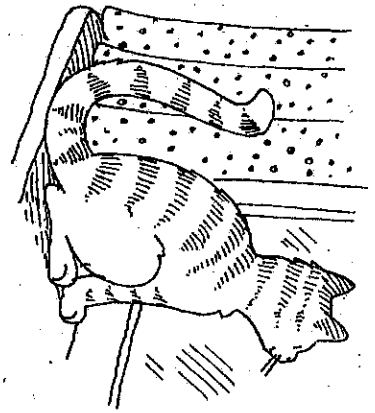
I pat my cat.

6

A rat sat.

3

Directions: Help children cut and fold the book.

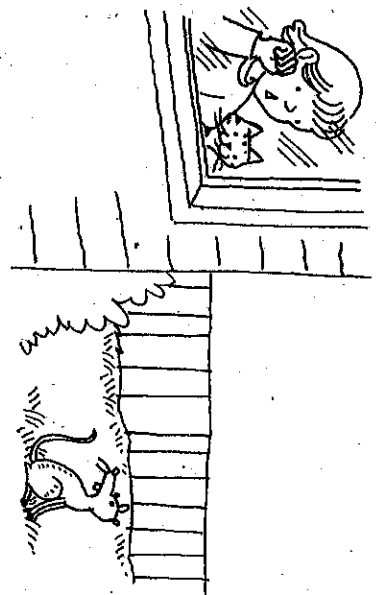


2 My cat sat.

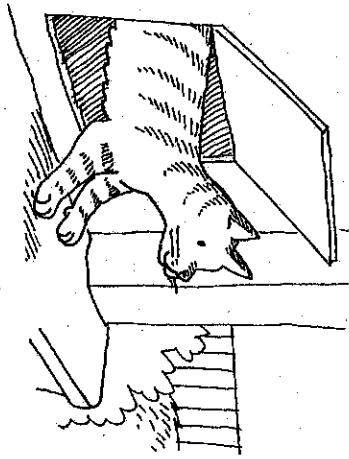


Fold

Fold



7 Go, rat, go!



4 My cat ran.



5 The rat ran.

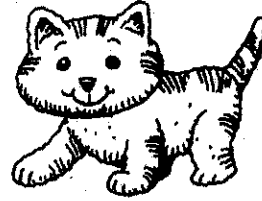
5

Name _____

Phonics: Word
Blending with
Short a
.....
Lesson 6 Day 5



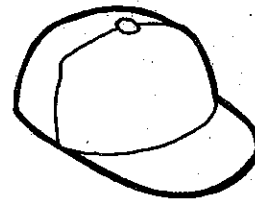
map



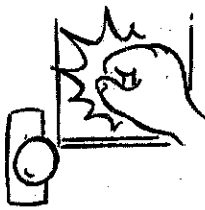
cat



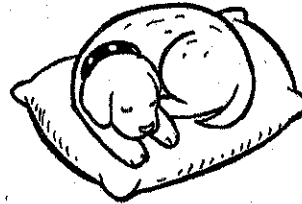
Pam



cap



tap



nap

Directions: Help children identify the pictures. Have children trace the letter a in each picture name. Have them blend the sounds to read the words.

Name _____

Comprehension:
Beginning, Middle,
Ending
.....
Lesson 7 Day 1



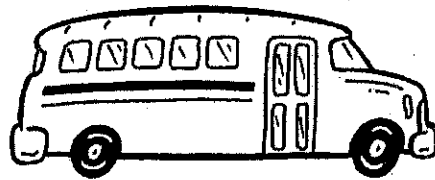
Directions: Have children use the pictures to retell the beginning, middle, and ending of the story. Then have them retell the story to one another.

Name _____

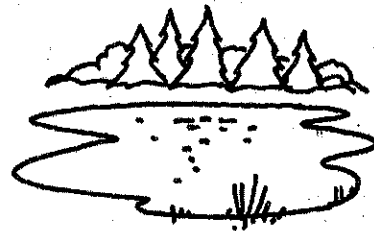
High-Frequency
Words: to
.....
Lesson 7 Day 2



I go to the _____ .



I ran to the _____ .



I go to the _____ .

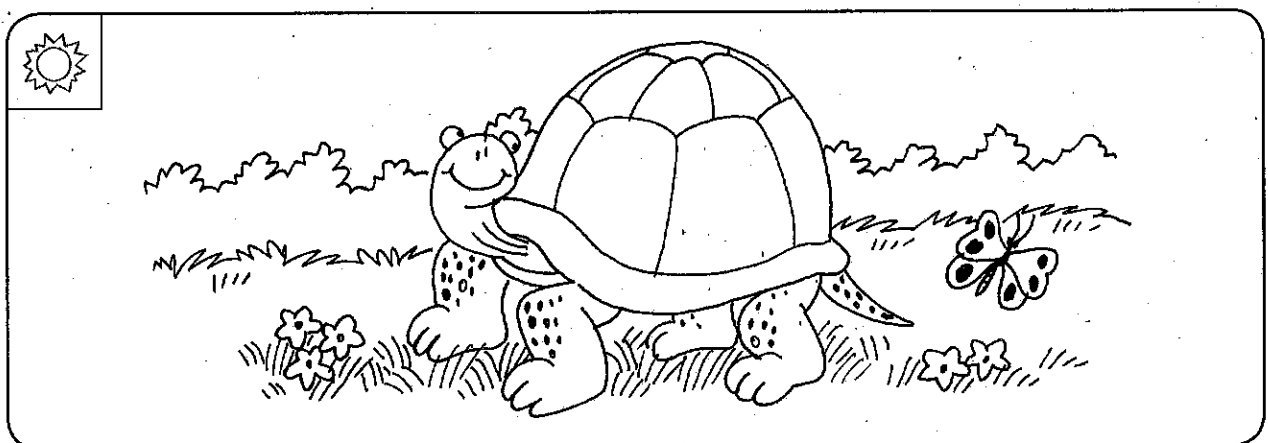
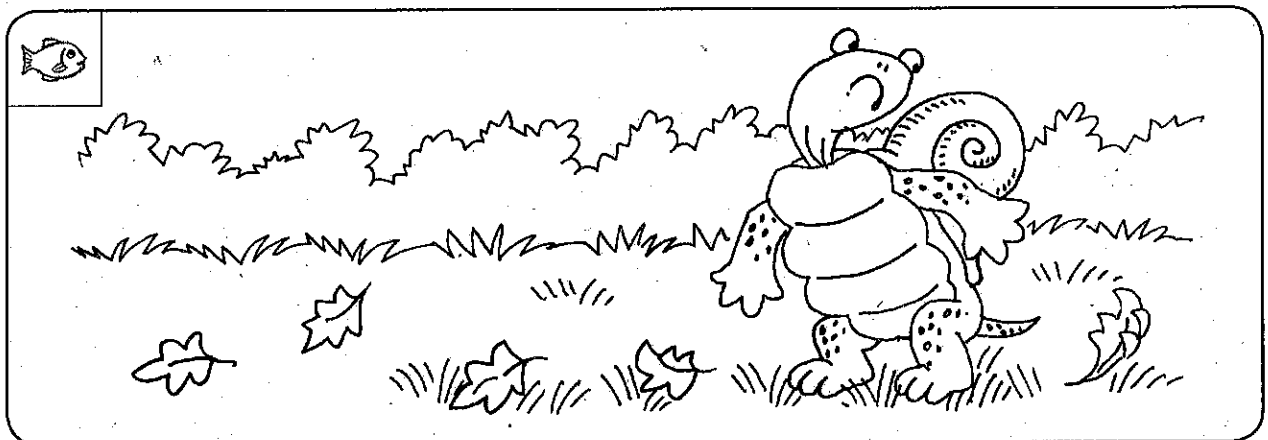
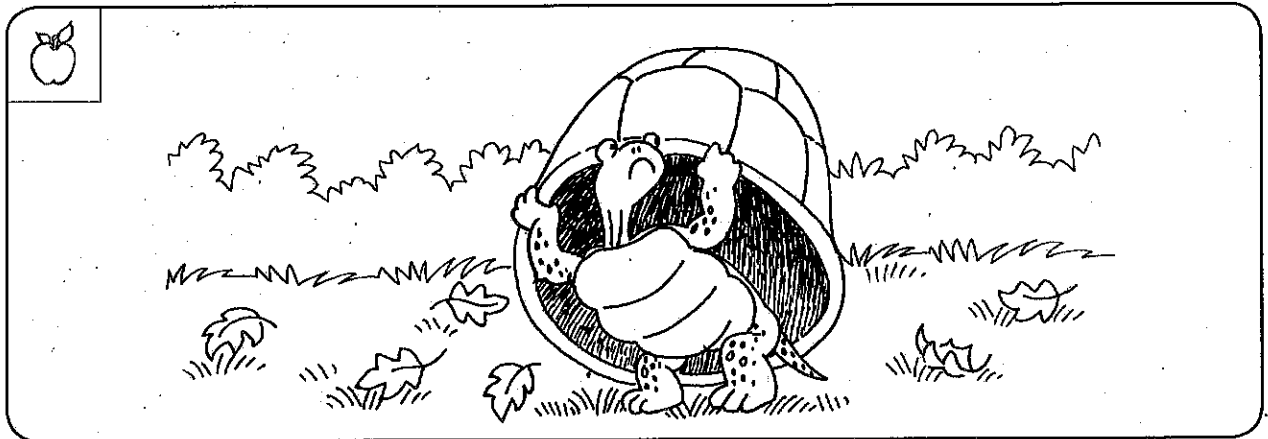


I go to the _____ .

Directions: Read the first three sentences with children. Then read the last unfinished sentence with children. Have them draw a picture to complete the sentence. Then have them read the sentences again.

Name _____

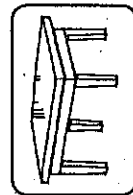
Comprehension:
Beginning, Middle,
Ending
.....
Lesson 7 Day 3



Directions: Have children look at the pictures and retell what happens in the beginning, middle, and ending pictures of the story. Then have them retell the story to one another.

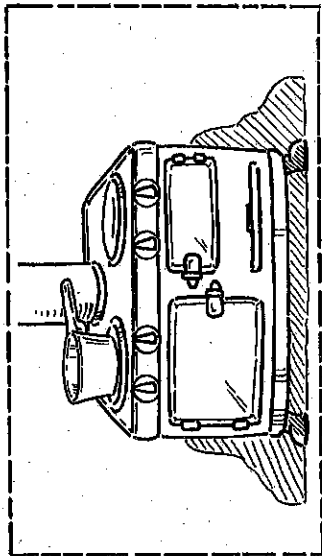
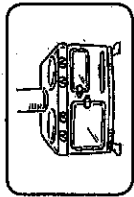


8 Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about other things the chef might do.

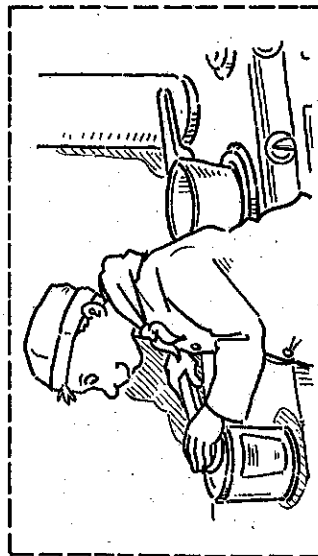


6 I go to the

Go to the



1



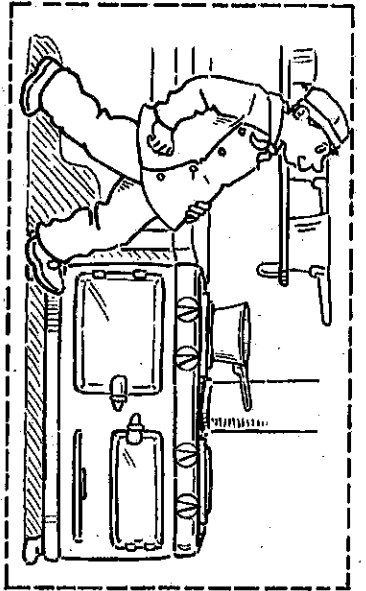
a can

3

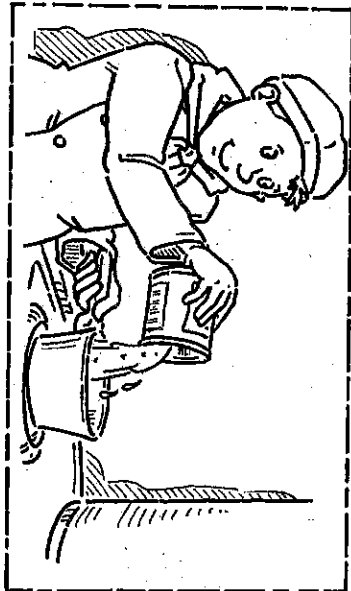
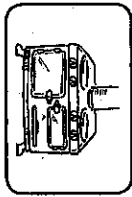
Fold

Fold

Directions: Help children cut and fold the book.



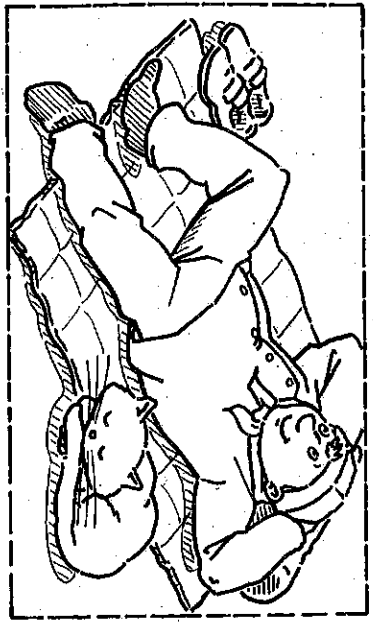
2 I go to the



4 my pan

Fold

Fold



I go to the mat
to nap.



the ham

5

Name _____

Phonics: Dd
.....
Lesson 7 Day 5

Dd

d a C d D

P D G c d

D

d

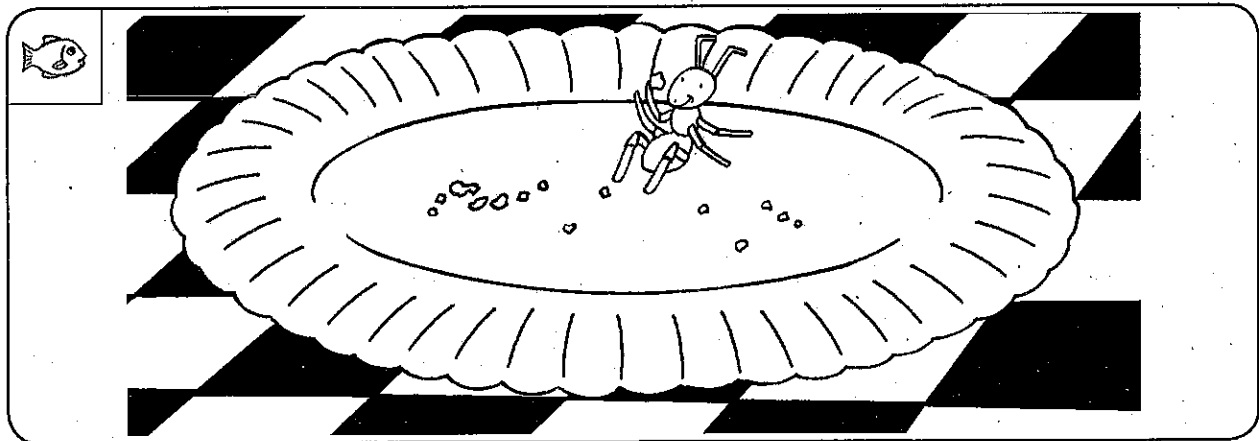
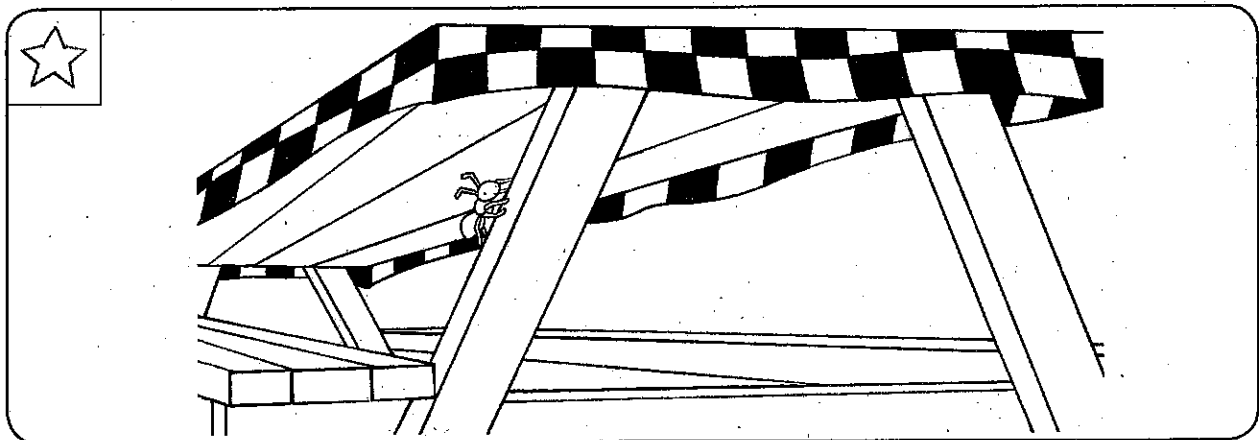
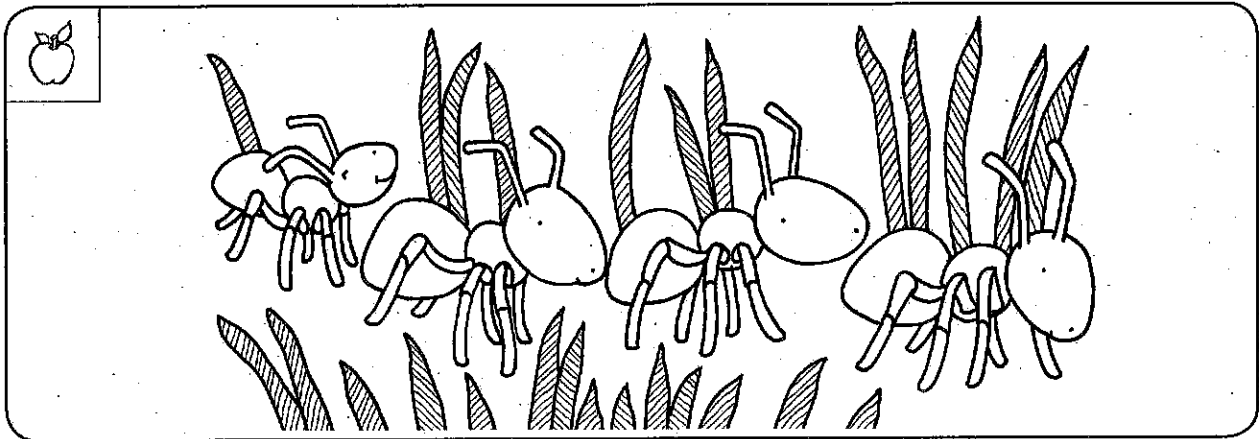
D

d

Directions: Have children circle each uppercase *D* and underline each lowercase *d*. Then have them trace each letter and practice writing it on the line.

Name _____

Comprehension:
Beginning, Middle,
Ending
.....
Lesson 8 Day 1



Directions: Have children use the pictures to retell the beginning, middle, and ending of the story about the little ant and the picnic table. Then have them retell the story to one another.

Name _____

High-Frequency

Words: *like*

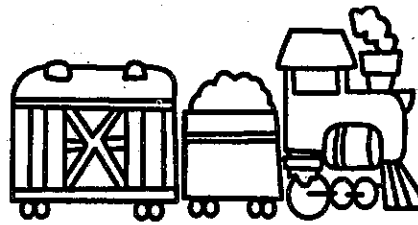
.....
Lesson 8 Day 2



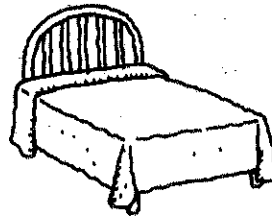
I like my cat.



I like my



I like my

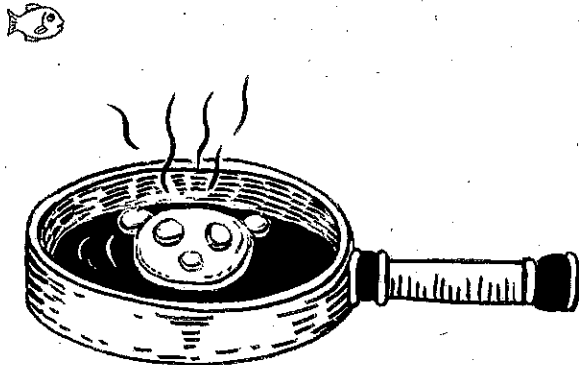


I like my

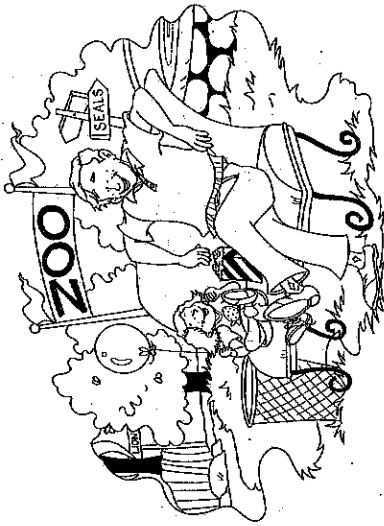
Directions: Read the first three sentences with children. Then read the last sentence with children. Have them draw a picture to complete the sentence. Suggest that they draw a picture of what they like. Then have them read the sentences again.

Name _____

Comprehension:
Beginning, Middle,
Ending
.....
Lesson 8 Day 3



Directions: Have children circle the beginning, middle, and ending pictures of the story about Courtney, her dad, and her mom. Then have them retell the story to one another.

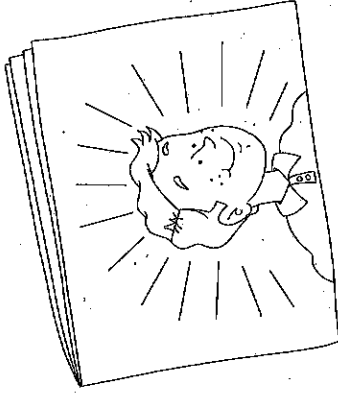


8 Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about what they like to do with you.

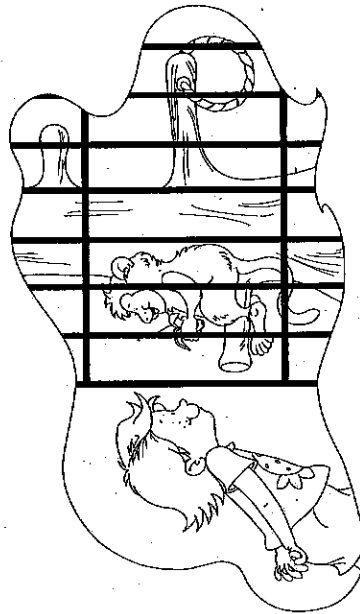


Fold

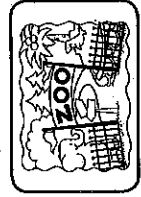
My Dad



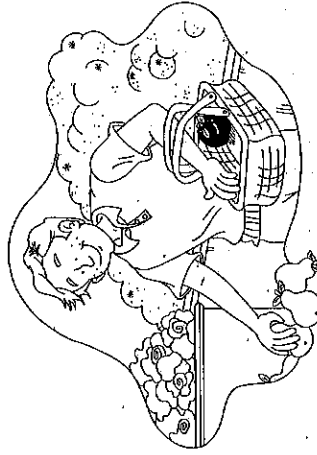
1



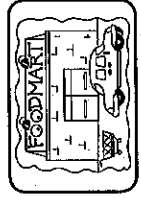
Fold



6 I like to go to the



My dad can go to



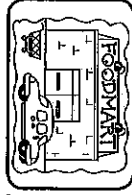
the

3

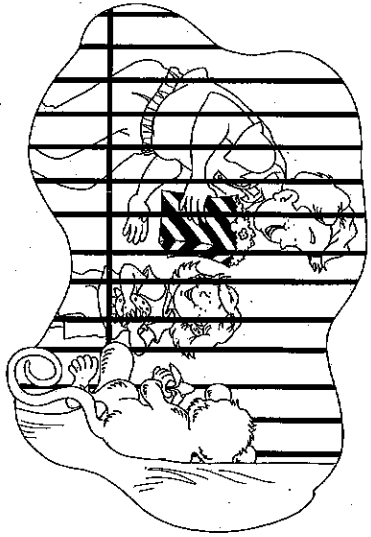
Directions: Help children cut and fold the book.



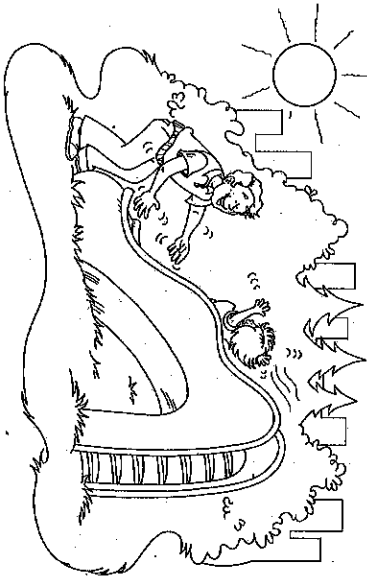
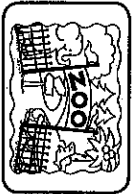
2 I like to go to the



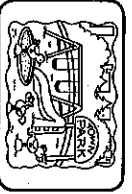
4 I like to go to the



My dad can go to the

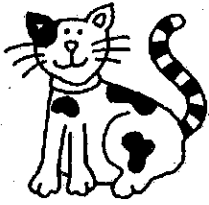


My dad can go to the

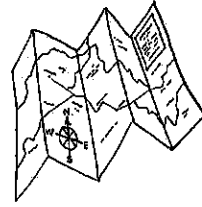


Name _____

Phonics:
Word Blending
with Short a
.....
Lesson 8 Day 5



cat



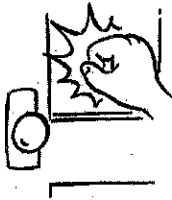
map



Pam



cap



tap

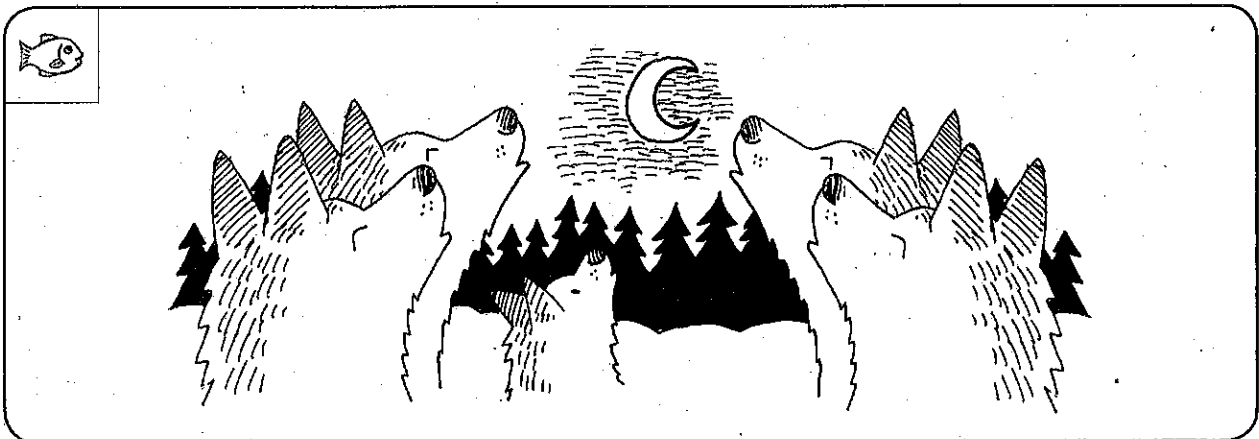
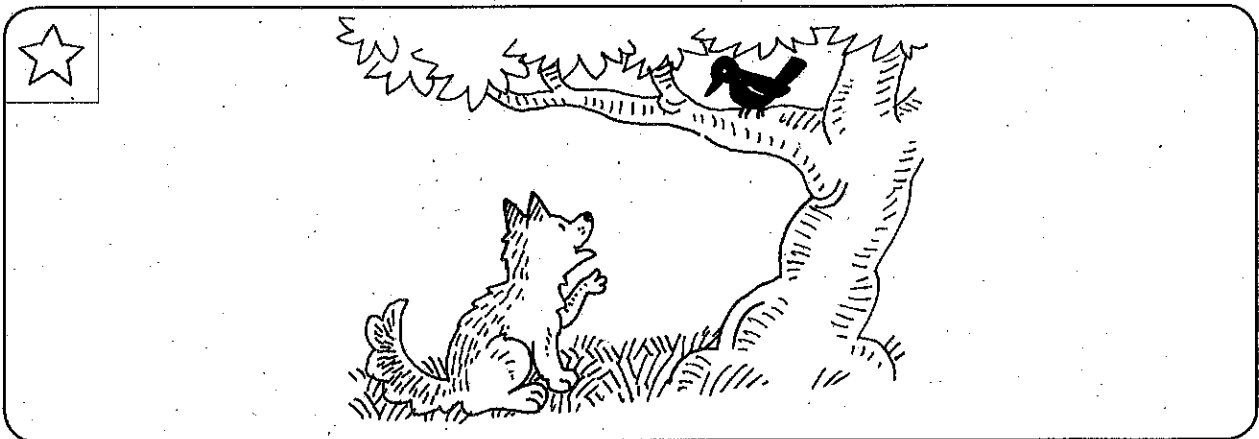
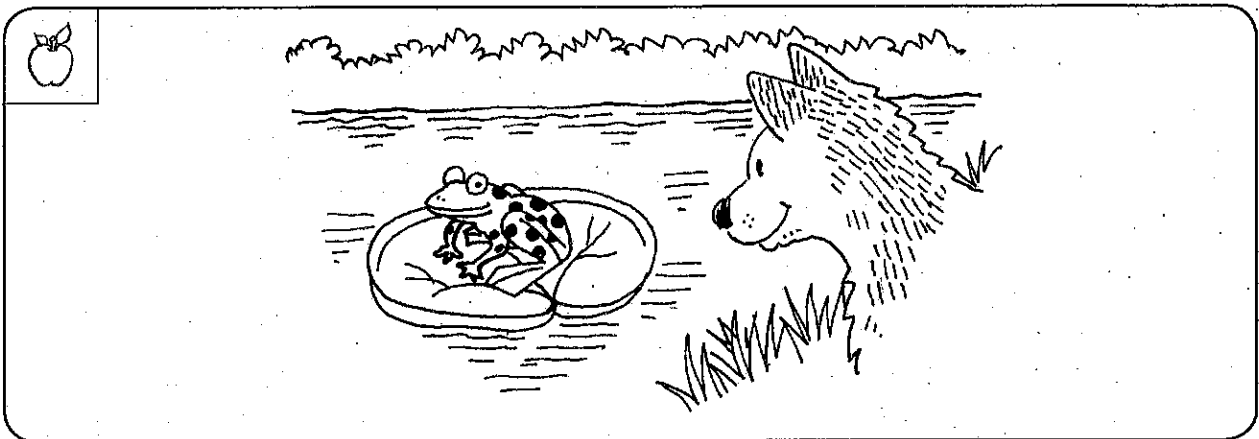


nap

Directions: Help children identify the pictures. Have children trace the letter a in each picture name. Have them blend the sounds to read the words.

Name _____

Comprehension:
Characters
.....
Lesson 9 Day 1



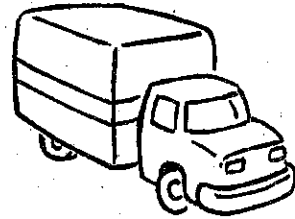
Directions: Have children identify which picture shows the characters in the story and who the characters are. Then have them retell the story to one another.

Name _____

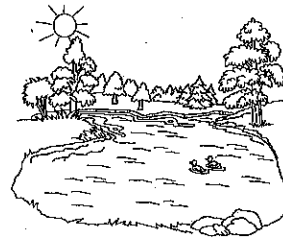
High-Frequency
Words: *he*
.....
Lesson 9 Day 2



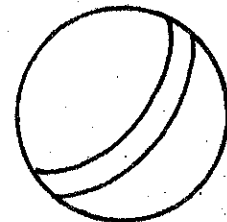
He ran to the



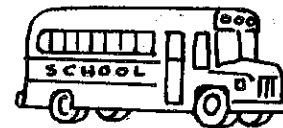
He ran to the



He ran to the

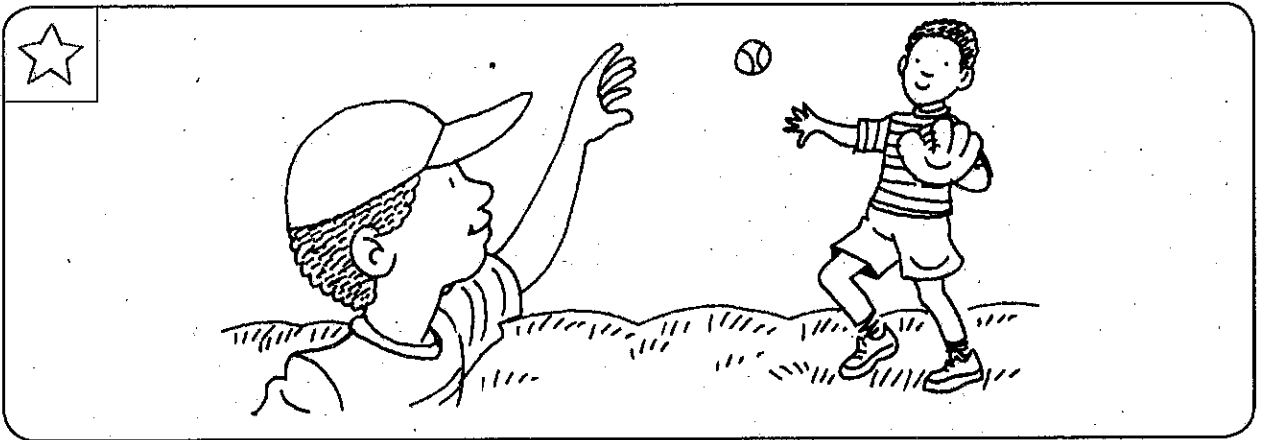
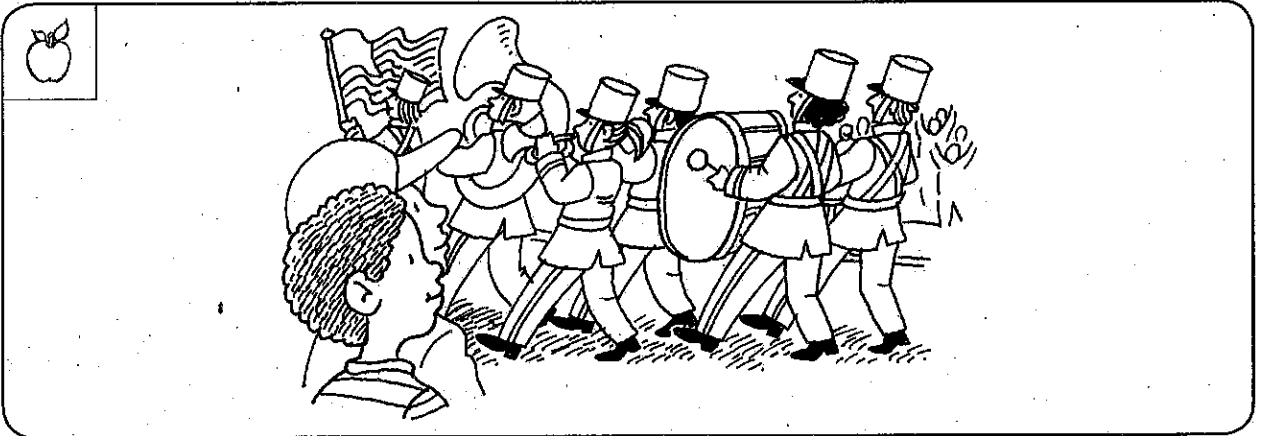


He ran to the



Directions: Read the sentences with children. Then have them circle the sentence that says what a boy might do if he were playing on a playground. Have them share their answer with you.

Name _____



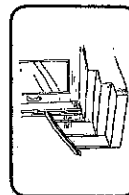
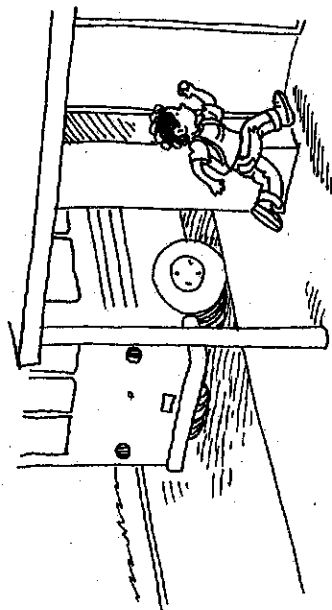
Directions: Have children identify the picture that shows the characters in the story. Then have them retell the story to one another.



Dear Family Members,

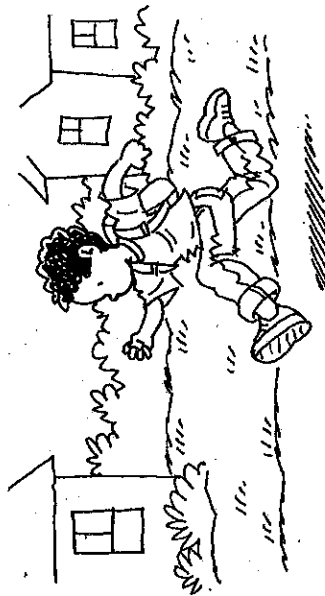
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about things seen or done on the way to school.

8

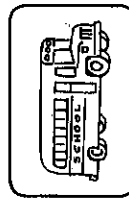
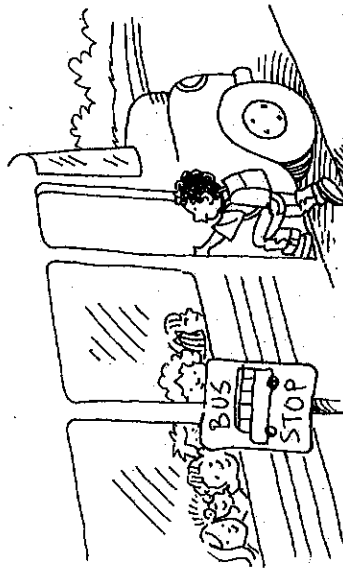


6 Dan ran to the

He Ran



1



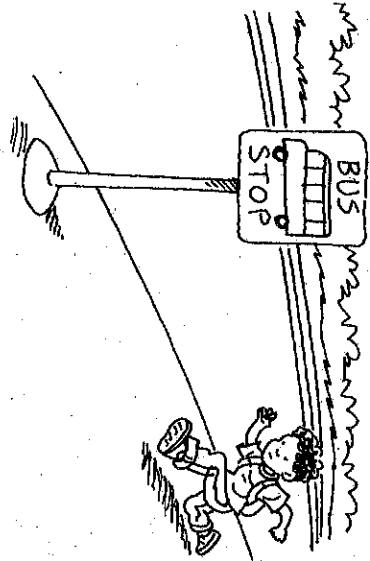
He ran to the

3

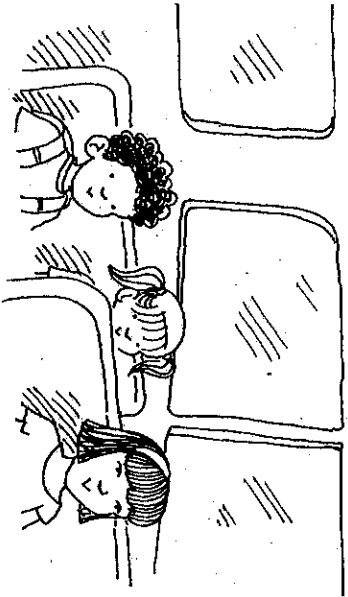
Fold

Fold

Directions: Help children cut and fold the book.



2 Dan ran.



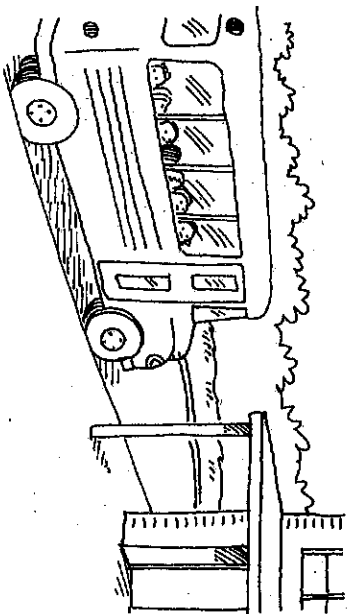
4 Dan sat.

Fold

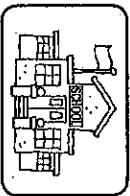
Fold



7 He can nap.



5 He can go to



5

Name _____

Phonics: *ii*
.....
Lesson 9 Day 5

I i

m i S M I

I j i A i

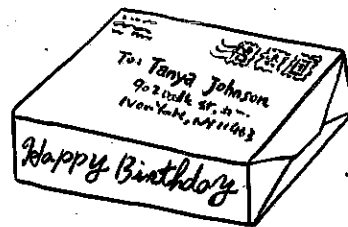
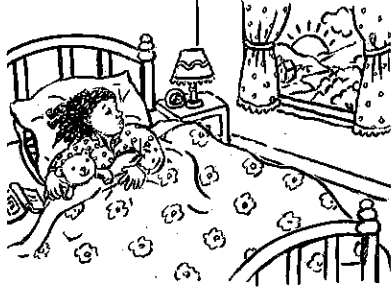
I I

i i

Directions: Have children circle each uppercase *I* and underline each lowercase *i*. Then have them trace each letter and practice writing it on the line.

Name _____

Comprehension:
Draw Conclusions
.....
Lesson 10 Day 1



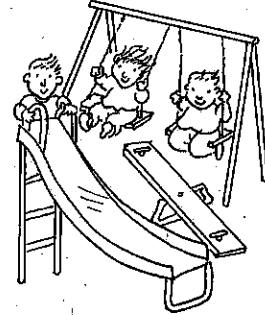
Directions: Have children look at the pictures as you reread to them Tanya's story. Have children discuss the conclusions they draw from the story. Then have them circle the pictures that go with the story.

Name _____

High-Frequency
Words: come
.....
Lesson 10 Day 2



Come to the _____ .



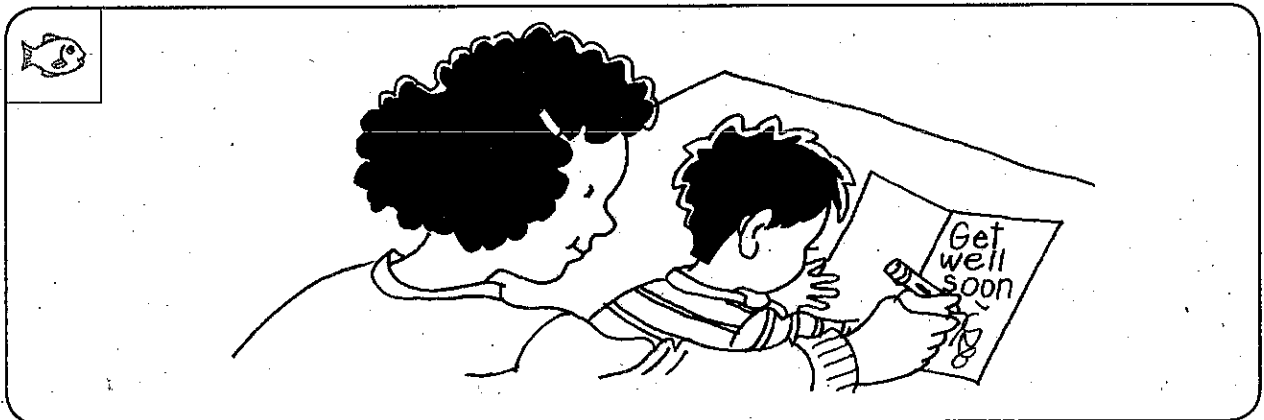
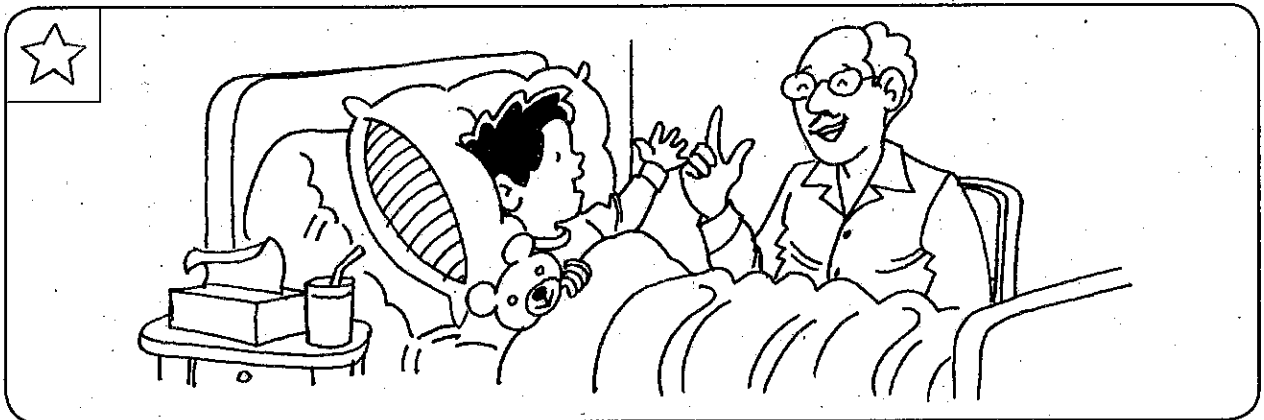
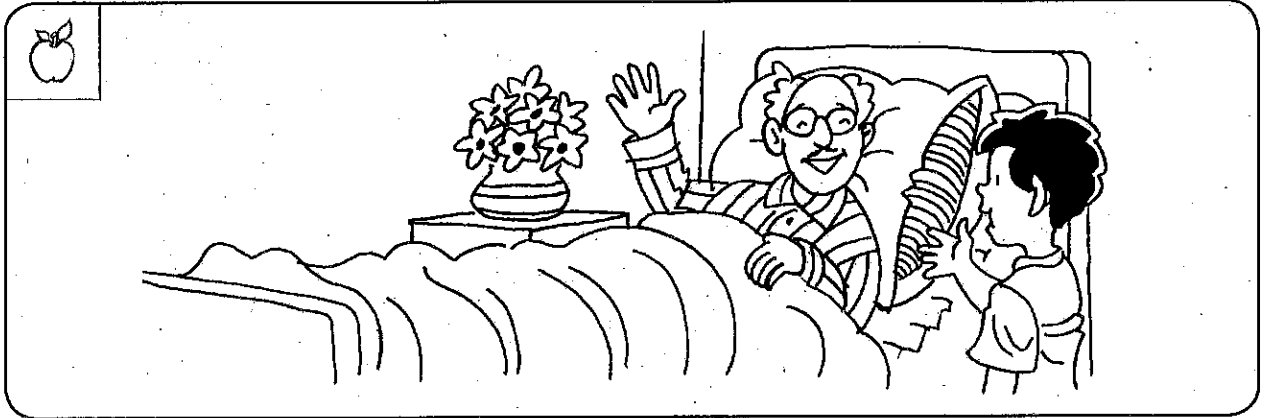
Come to my _____ .



Come to the _____ .

Directions: Read the sentences with children. Have children draw pictures to complete the unfinished sentences. Finally, have them read the sentences again.

Name _____



Directions: Have children look at the pictures as you reread them Raul's story. Have children discuss the conclusions they draw from the story. Then have them circle the pictures that go with the story.



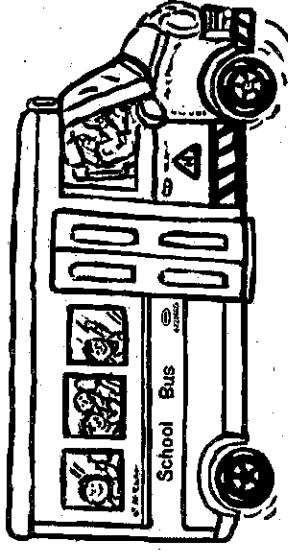
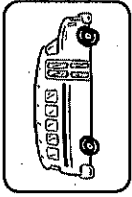
Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about places your child goes and how he or she gets there.

8

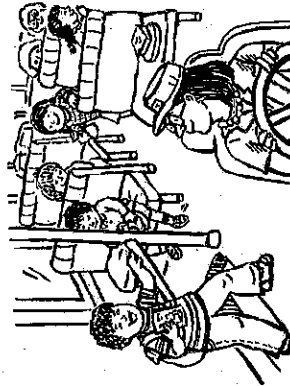


Fold

Come to the



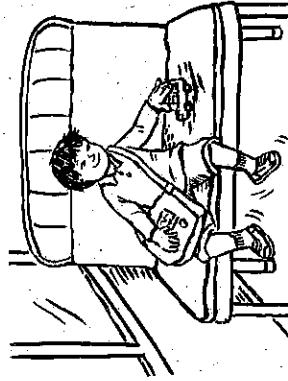
1



Come, Dan!

6

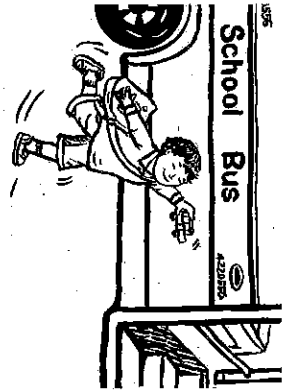
Fold



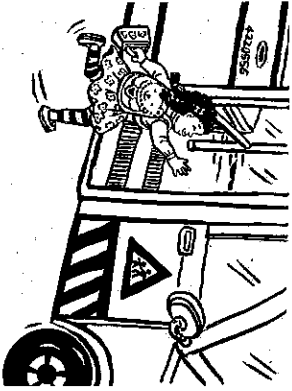
Tim sits.

3

Directions: Help children cut and fold the book.



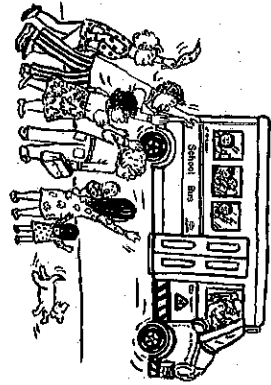
2 Tim can come.



4 Pam can come.

Fold

Fold



Go! Go! Go!



5 Pam sits.

Name _____

Phonics: Gg
.....
Lesson 10 Day 5

Gg

d G r C g

g a G R g

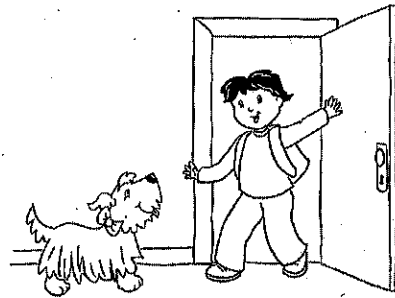
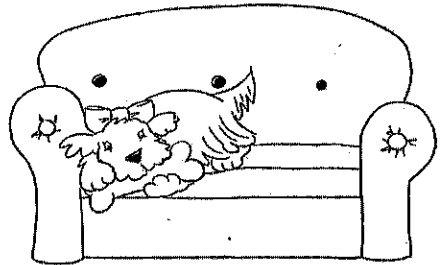
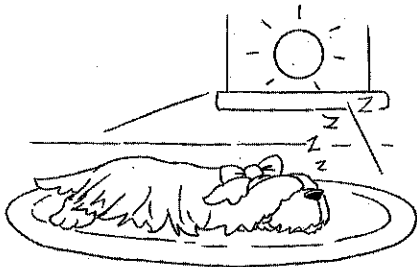
G
G

g
g

Directions: Have children circle each uppercase G and underline each lowercase g. Then have them trace each letter and practice writing it on the line.

Name _____

Comprehension:
Draw Conclusions
.....
Lesson 11 Day 1



Directions: Have children look at the pictures as you reread to them the story of Emily and Ben. Have children discuss the conclusions they draw from the story. Then have them circle the pictures that go with the story.