


Name _____

High-Frequency
Words: one, see
.....
Lesson 16 Day 2

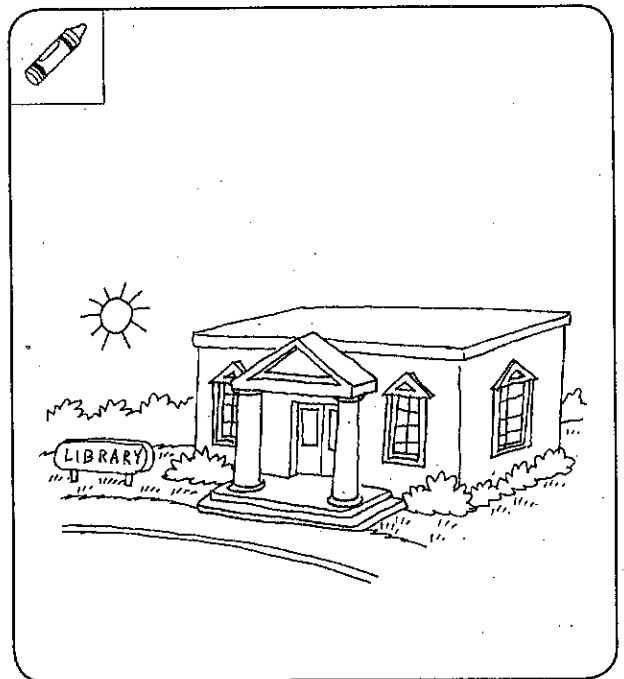
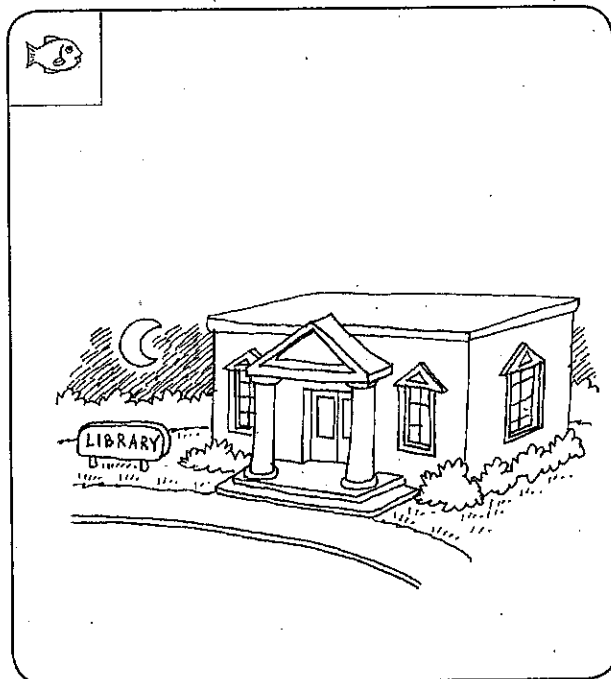
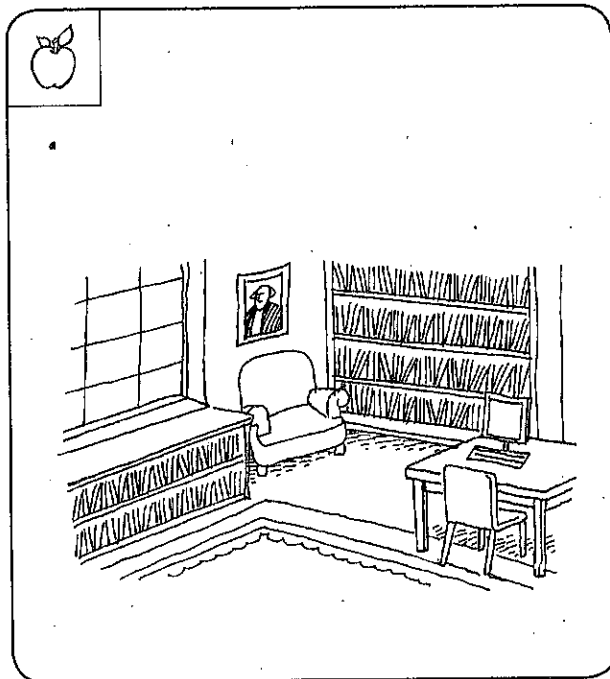


Do you see one  ?

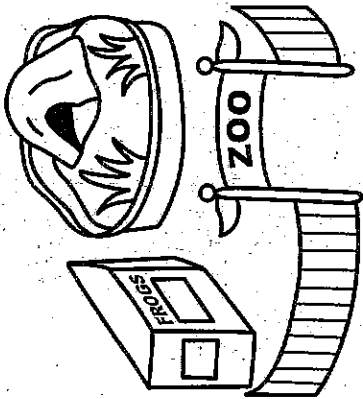
I see it.

Directions: Help children read the sentences. Tell them to draw a picture showing where the fox is. Then have children read the sentences.

Name _____



Directions: Have children circle the picture in the top row that shows where the story takes place. Have children circle the picture in the bottom row that shows when the story takes place.

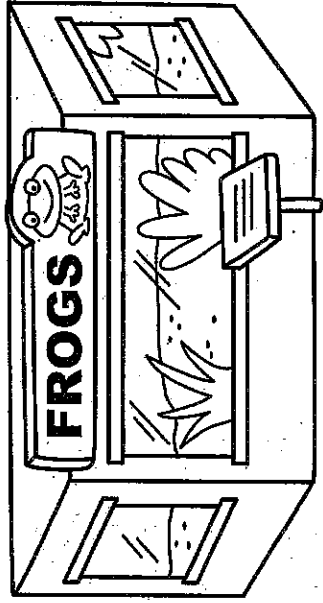


8 Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about why animals sometimes hide and what animals your child would like to see.

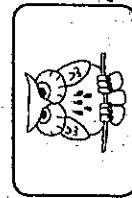
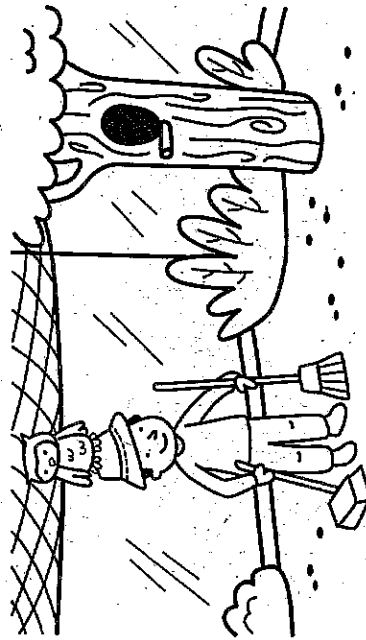


1

Where Is It?



Fold



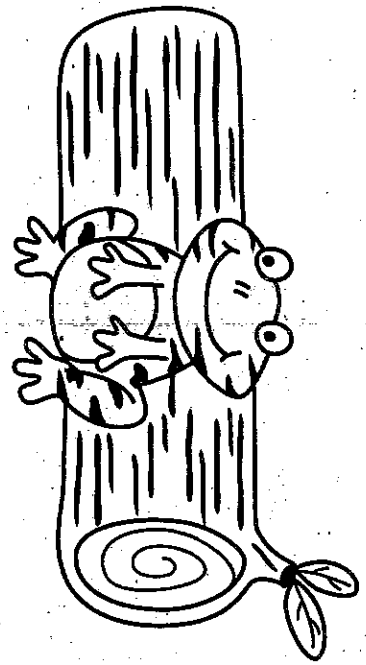
6 Where is the frog?

Fold



3 I see one hop on a log!

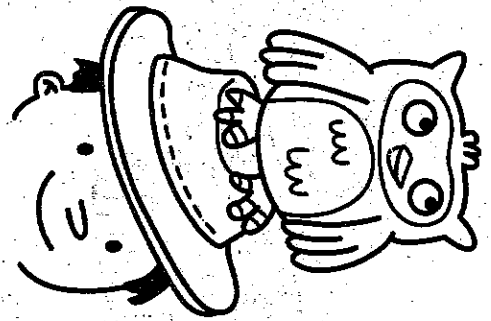
Directions: Help children cut and fold the book.



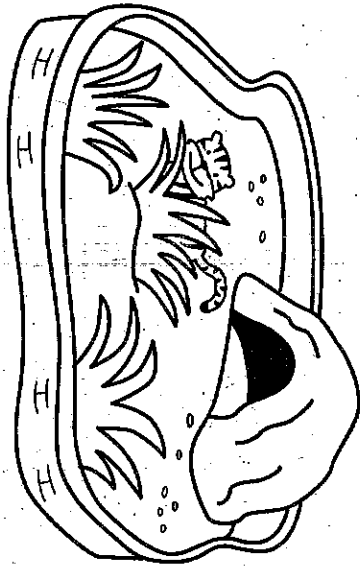
2 Where is the ?



Fold



7 I see one on a hat!



4 Where is the ?



Fold

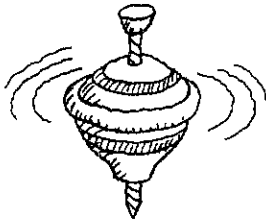


5 I see one! It hid in the .

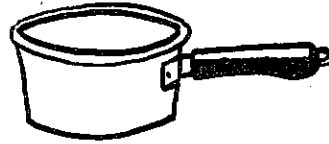


Name _____

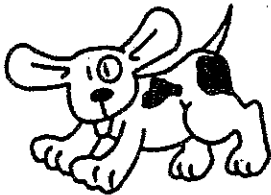
Phonics:
Word Blending
with Short o
.....
Lesson 16 Day 5



top



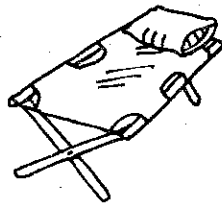
pot



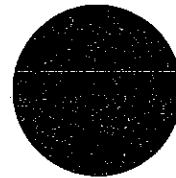
dog



mop



cot

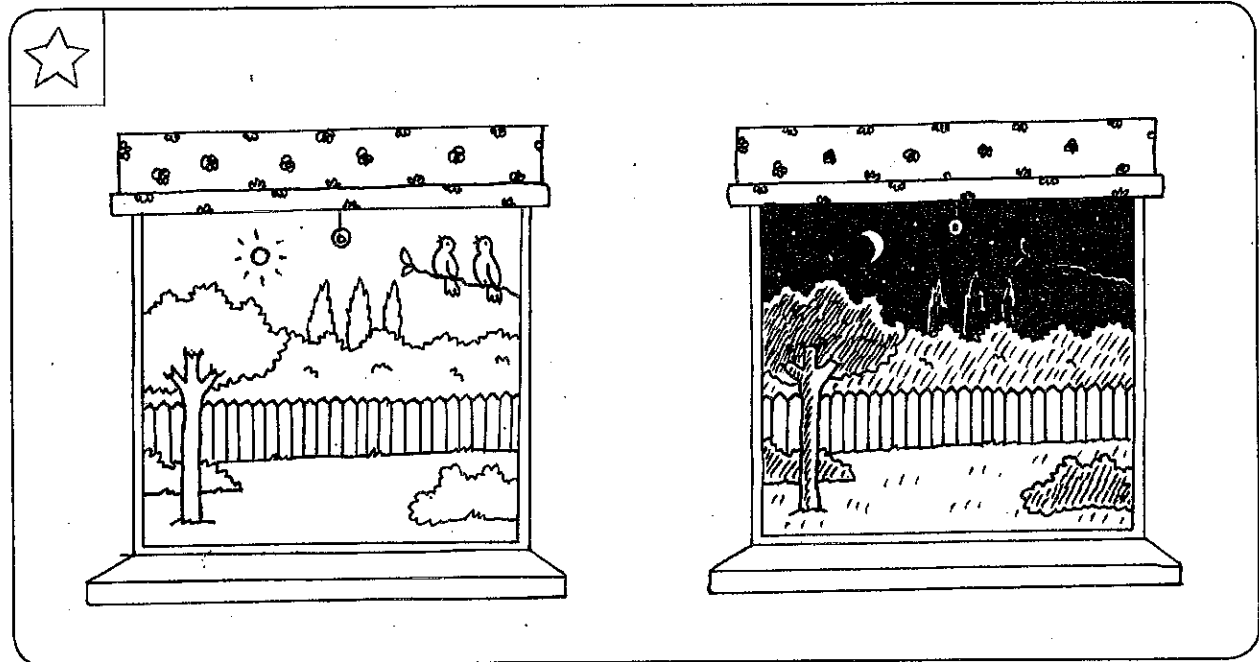
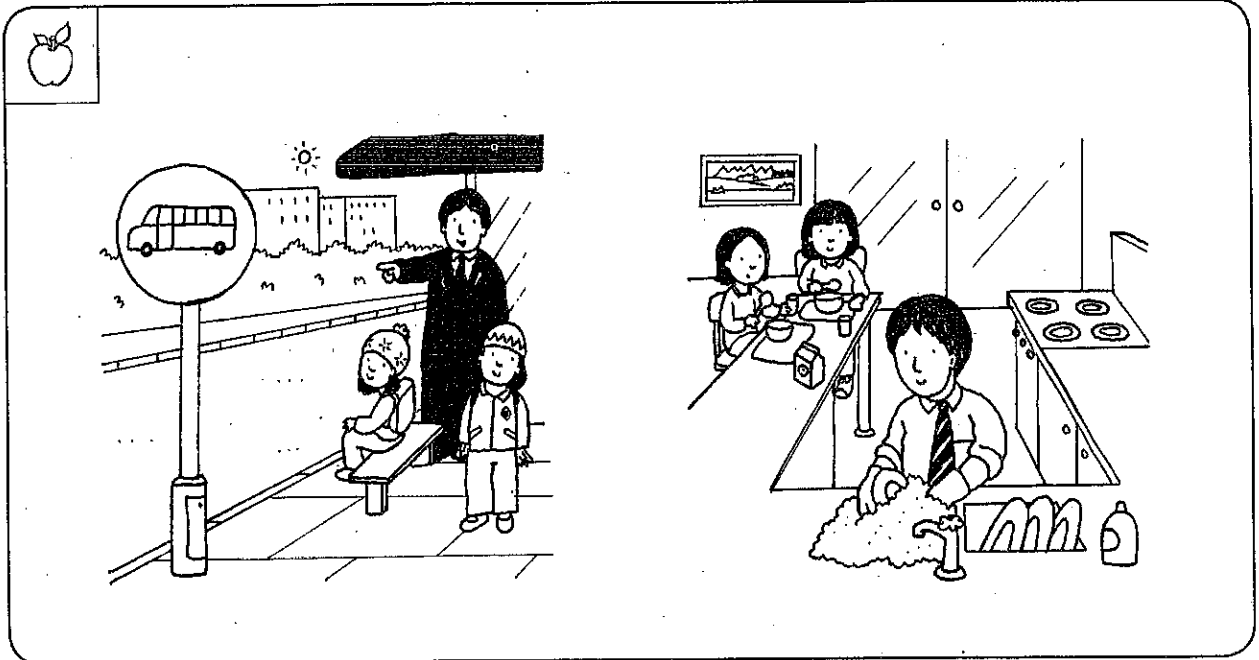


dot

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

Name _____

Comprehension:
Setting
.....
Lesson 17 Day 1



Directions: Have children look at the pictures as you reread the story of Maya and Marissa. In the first row, have children circle the picture that shows where the story takes place. In the second row, have children circle the picture that shows when the story takes place.

Name _____

High-Frequency
Words: *what, two*
.....
Lesson 17 Day 2



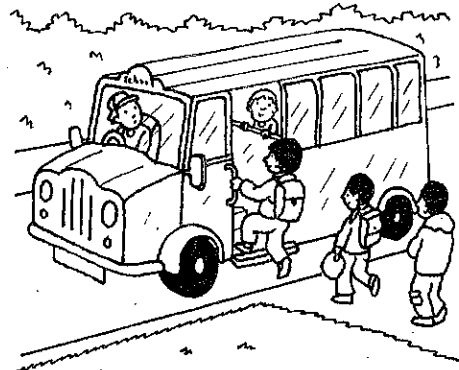
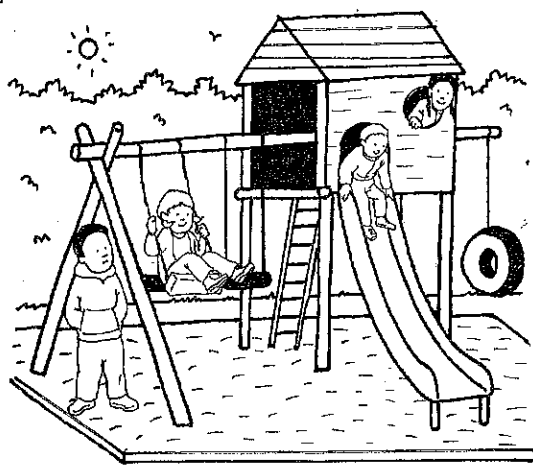
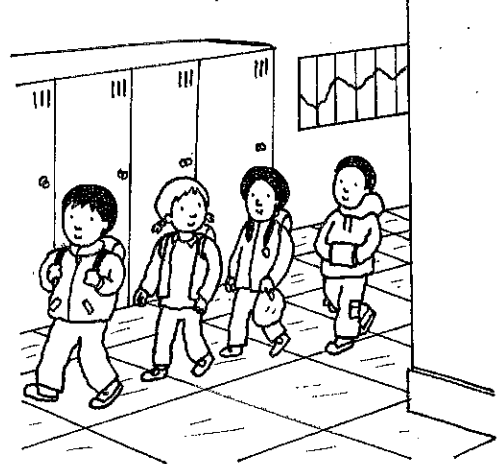
What can hop?



Two can hop.

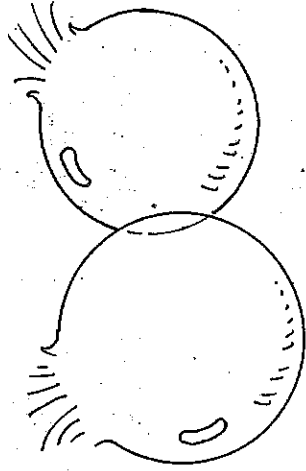
Directions: Read the question with children. Then have them trace the words for the response and draw a picture to go with the sentence.

Name _____



Directions: Have children look at the pictures as you reread to them the story of David. Have children discuss where the story takes place and circle the picture in each row that shows the correct setting for the story.

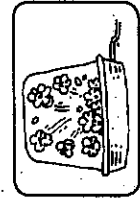
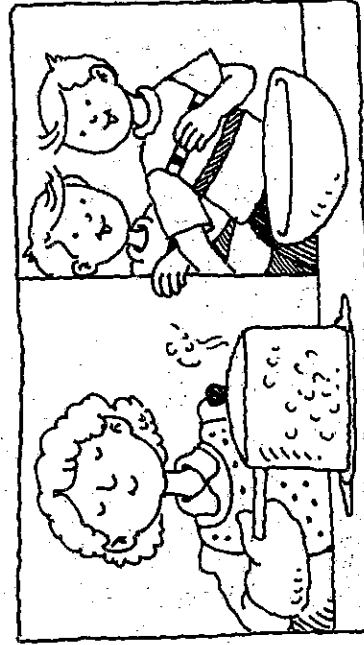
Pop! Pop!



1

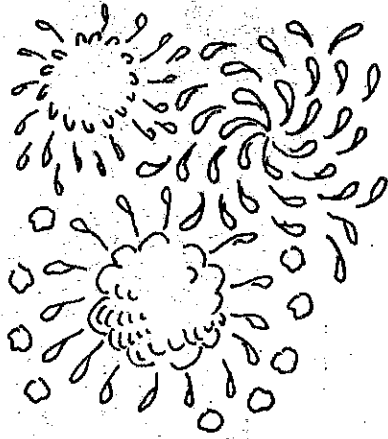


Fold



If is

3

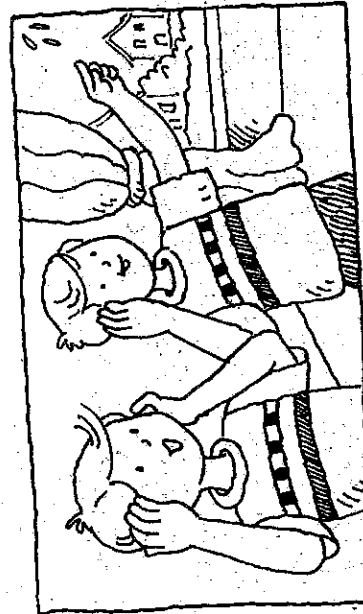


© Harcourt

Dear Family Members,

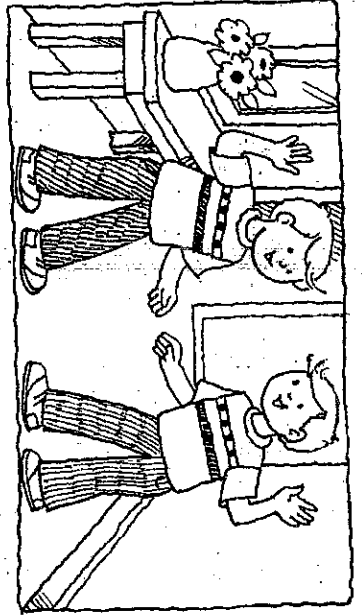
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about things that go "pop!"

8

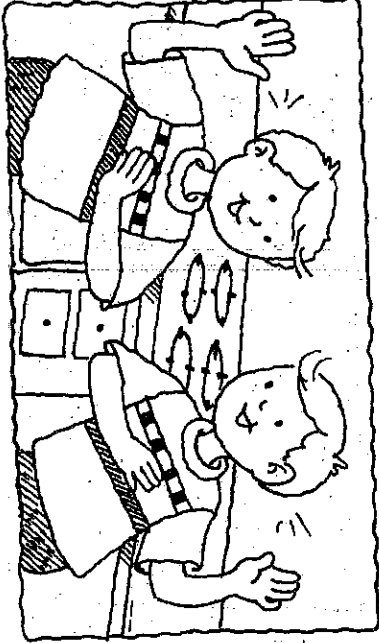


6 Pop! Pop! Where is it?

Directions: Help children cut and fold the book.



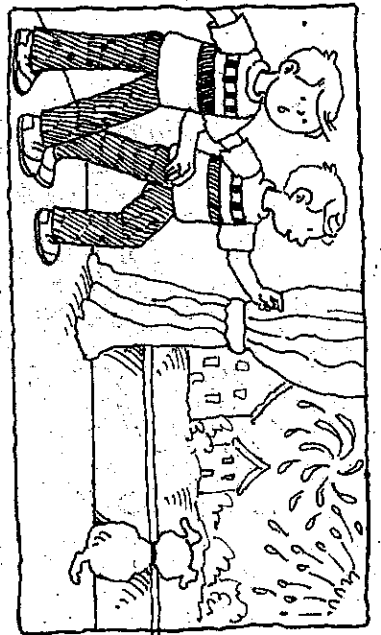
2 Popi Popi What is it?



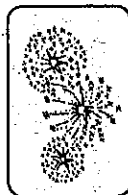
4 Popi Popi What is it?

Fold

Fold



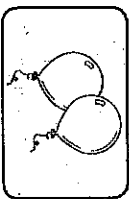
Popi Popi It is



7



He has two



5

Name _____

Phonics: Ww
.....
Lesson 17 Day 5

W w

h W w L W

w C H w v

W

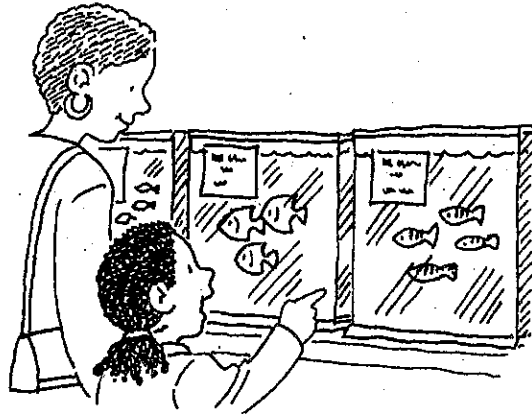
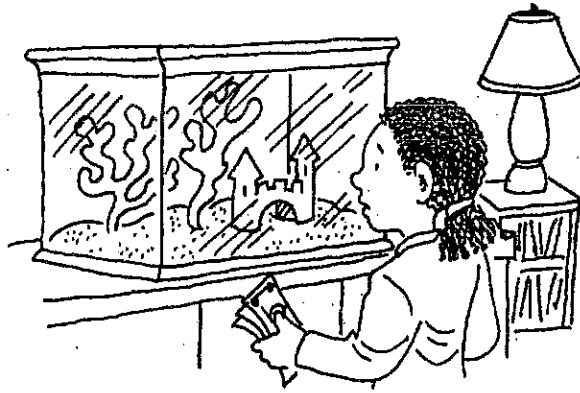
w

W

w

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

Name _____



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

Name _____

High-Frequency
Words: *what, two*
.....
Lesson 18 Day 2



I see two .



What do you see?



Look at my .



I see two .

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

Name _____

Comprehension:
Beginning, Middle,
Ending
.....
Lesson 18 Day 3



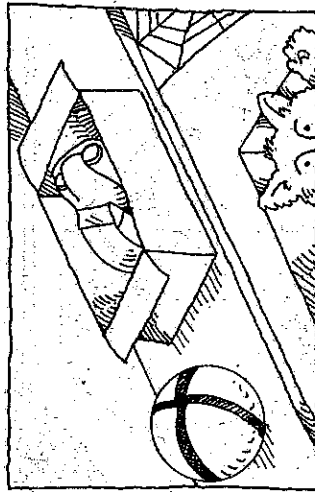
Directions: Have children use the pictures to retell the beginning, middle, and ending of the story about Kathy and the snow day. Then have them retell the story to one another.

© Harcourt



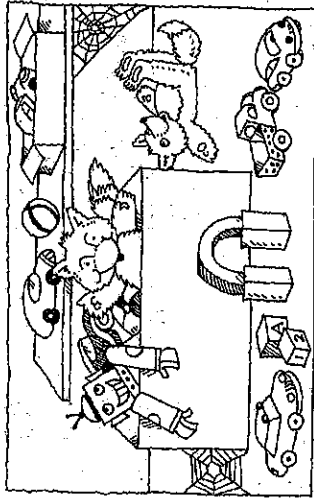
Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about other toys your child sees in the playground.

8

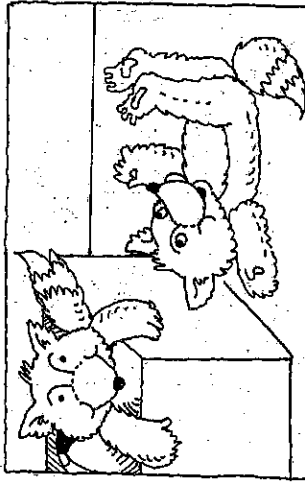


6 Do you see one box?

What Do You See?



1

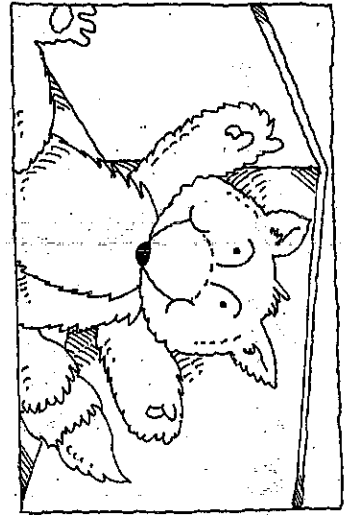


I see two

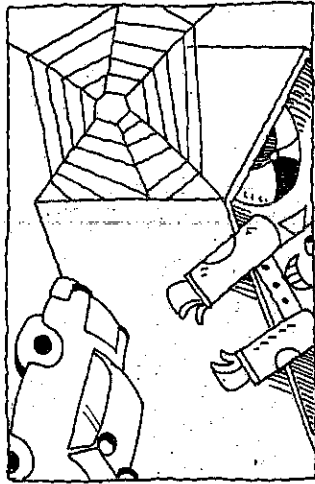


3

Directions: Help children cut and fold books.



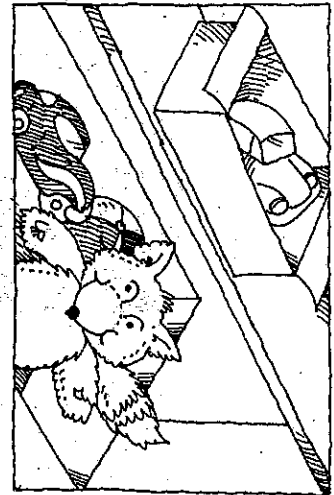
2 Do you see one fox?



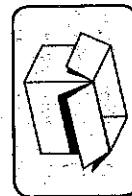
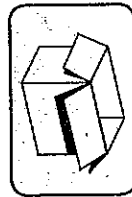
4 Do you see one web?

Fold

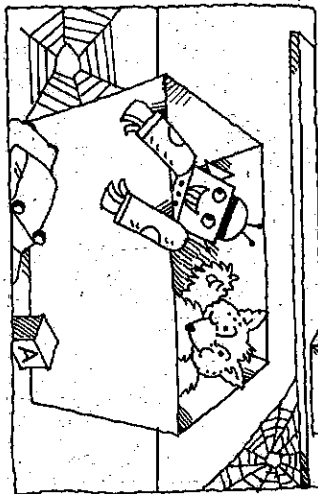
Fold



6 I see two



7



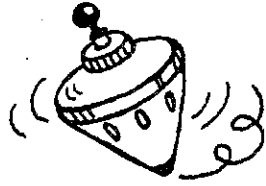
8 I see two



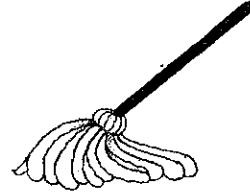
9

Name _____

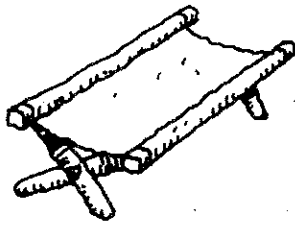
Phonics: Word
Blending with
Short o
.....
Lesson 18 Day 5



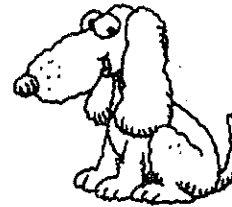
top



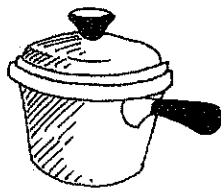
mop



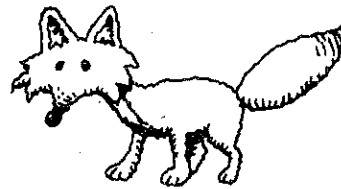
cot



dog



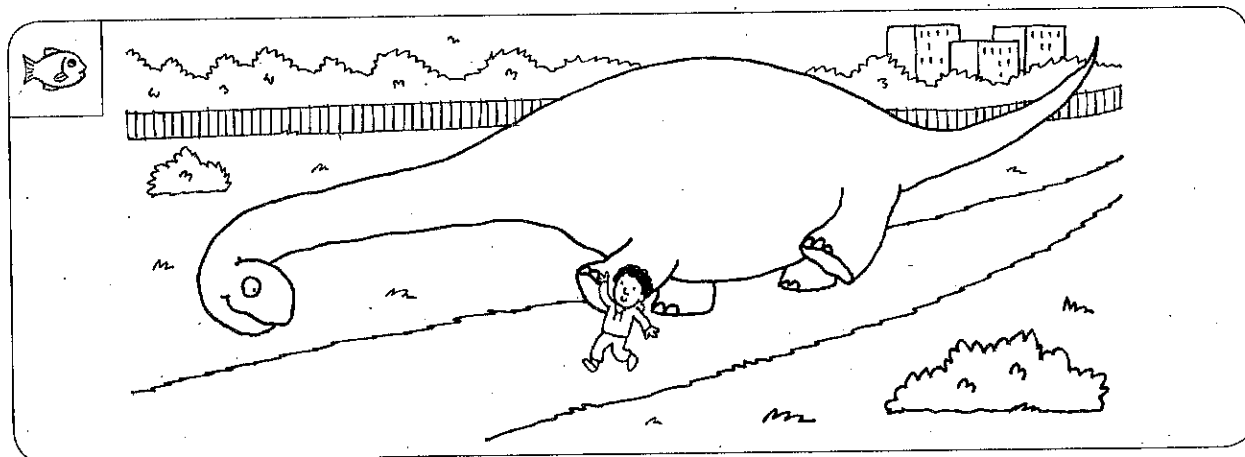
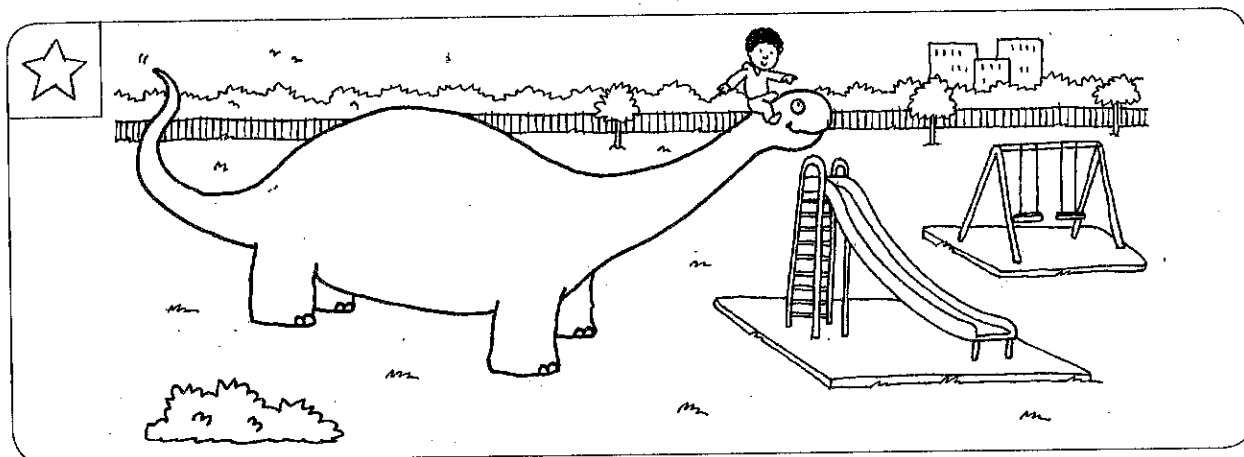
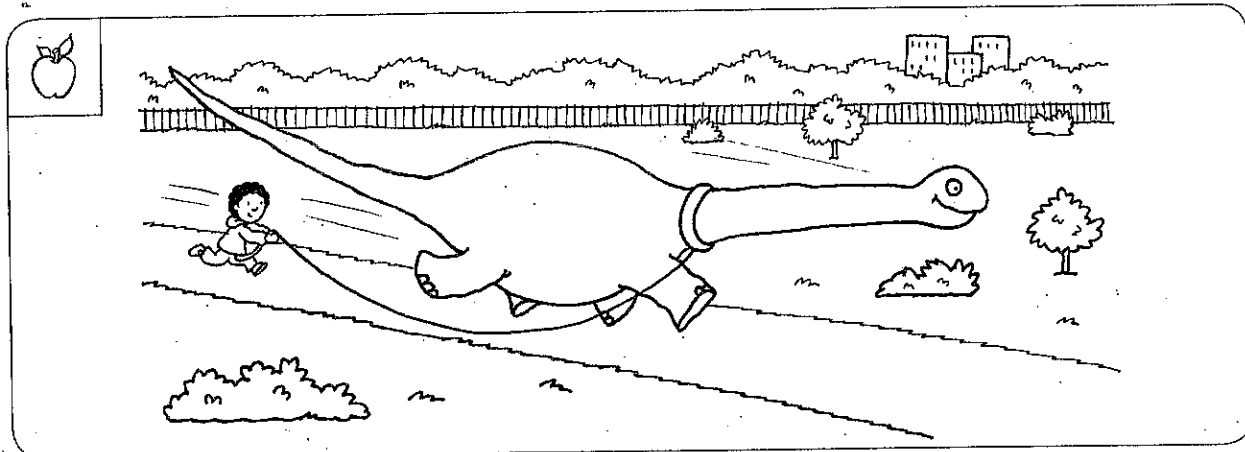
pot



fox

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

Name _____



Directions: Have children use the pictures to identify and describe events in the story that could or could not happen in real life. Then have them explain to others why this story is fantasy or reality.

Name _____

High-Frequency
Words: *up, down*
.....
Lesson 19 Day 2



Here is my _____ .



Down here is _____ .



I like this _____ .

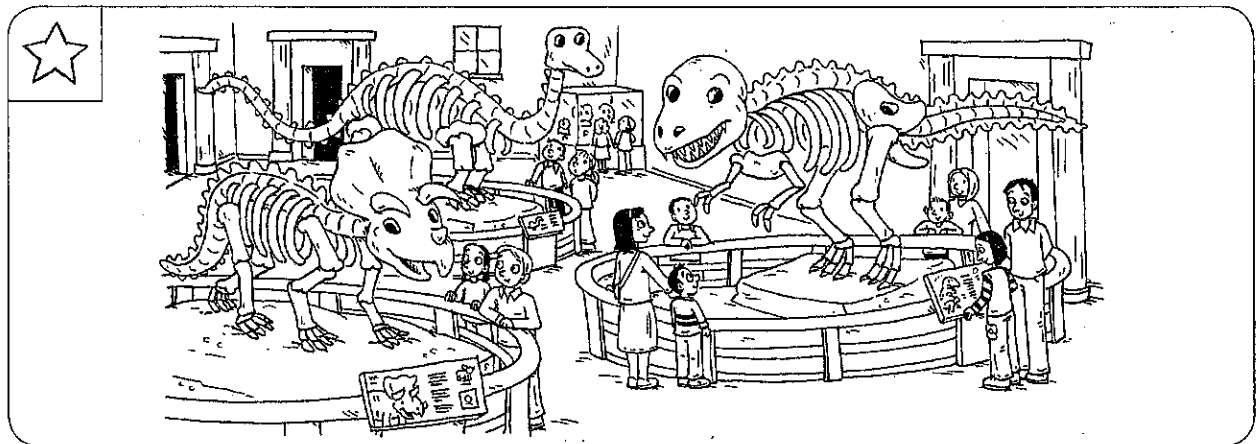
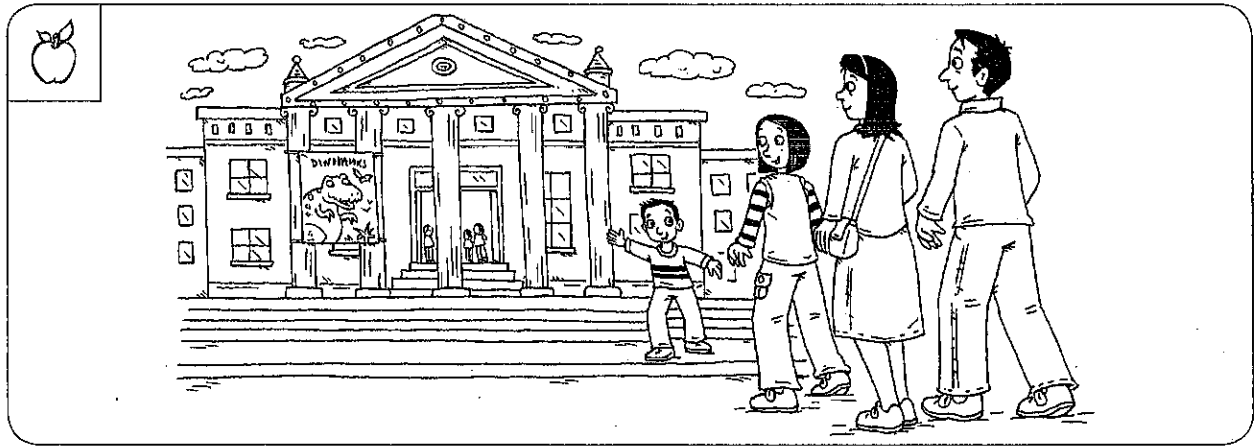


Go up to _____ .

Directions: Read the unfinished sentences with children and draw a picture to complete each sentence. Then have them read the sentences again.

Name _____

Comprehension:
Reality/Fantasy
.....
Lesson 19 Day 3



Directions: Have children use the pictures to identify and describe events in the story that could or could not happen in real life. Then have them explain to others why this story is fantasy or reality.



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 animals and how they move.

8



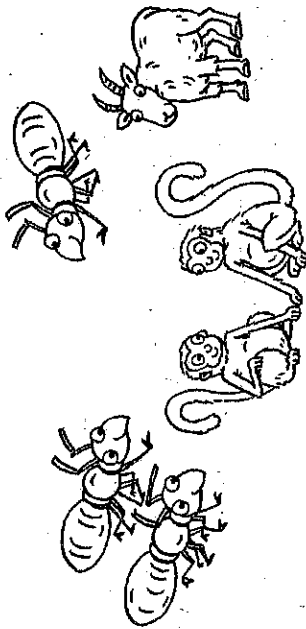
go up.

Six

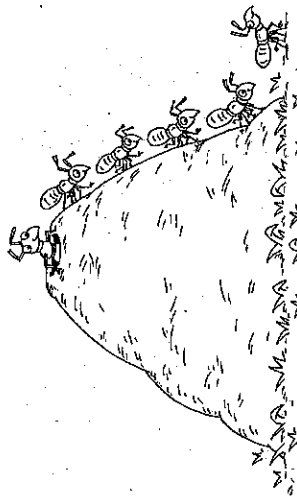


6

Six Can Go

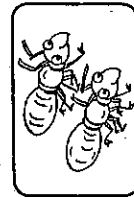


1



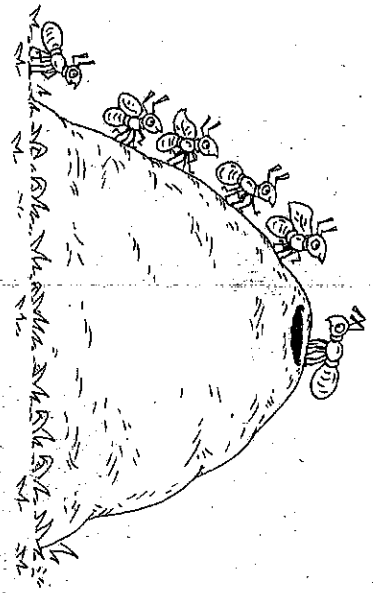
go down.

Six



3

Directions: Help children cut and fold the book.



2 Six



go up.



Fold



Six



go down. 7



Fold



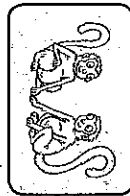
4 Six



go up.



Six



go down. 5

Name _____

Phonics: Ee
.....
Lesson 19 Day 5

E e

w E e W c
e X F e E

E

e

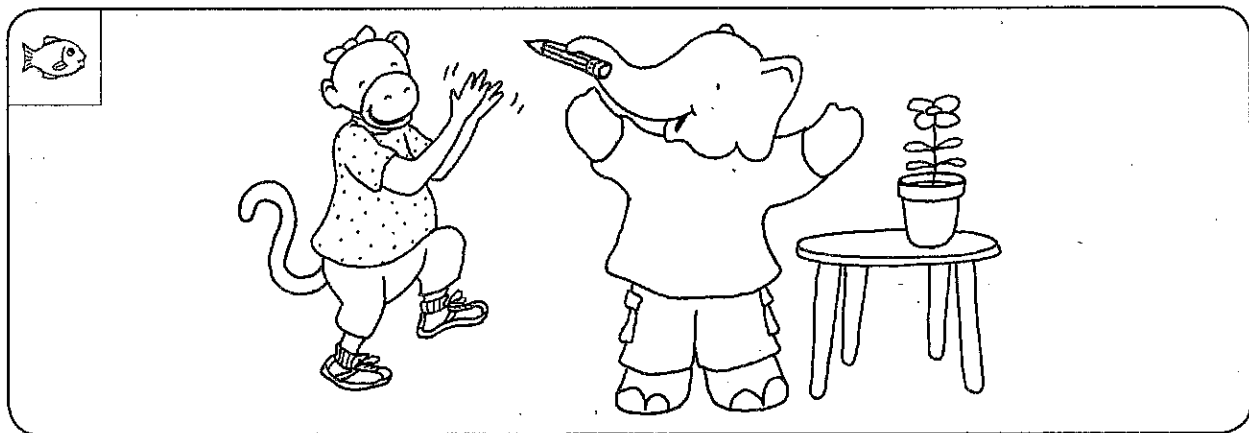
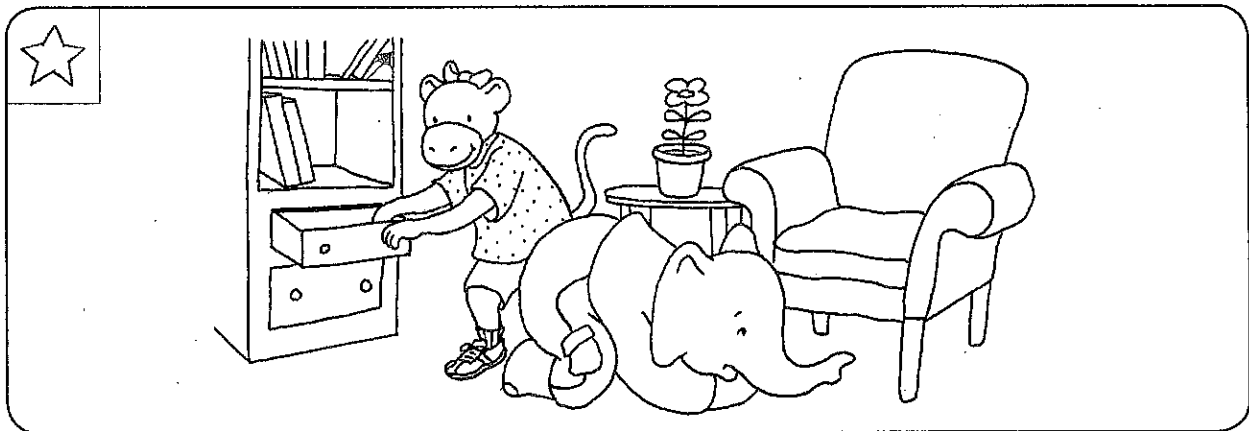
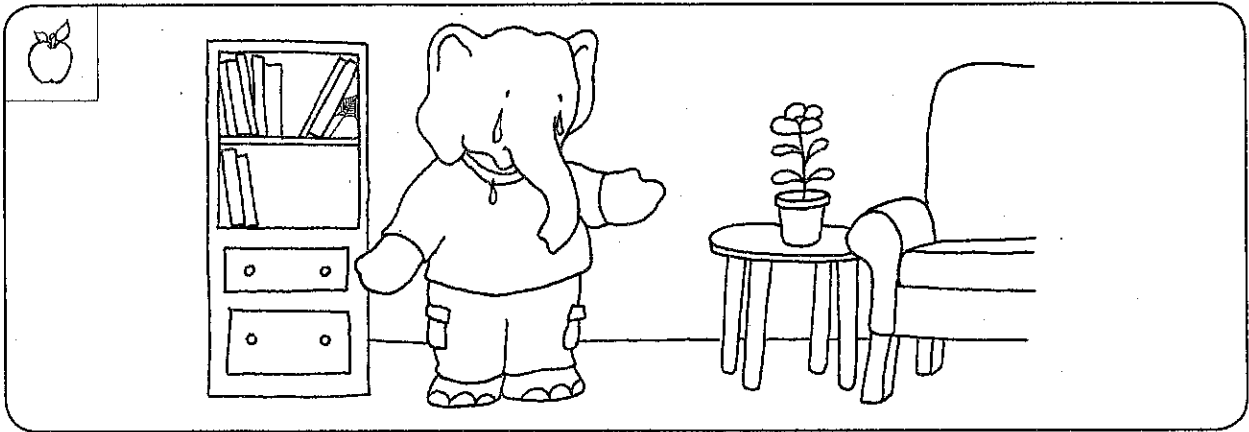
E

e

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

Name _____

Comprehension:
Reality/Fantasy
.....
Lesson 20 Day 1



Directions: Have children use the pictures to identify and describe events in the story that could or could not happen in real life. Then have them explain to others why this story is fantasy or reality.

Name _____

High-Frequency

Words: want

.....
Lesson 20 Day 2



I want this .



You want my .



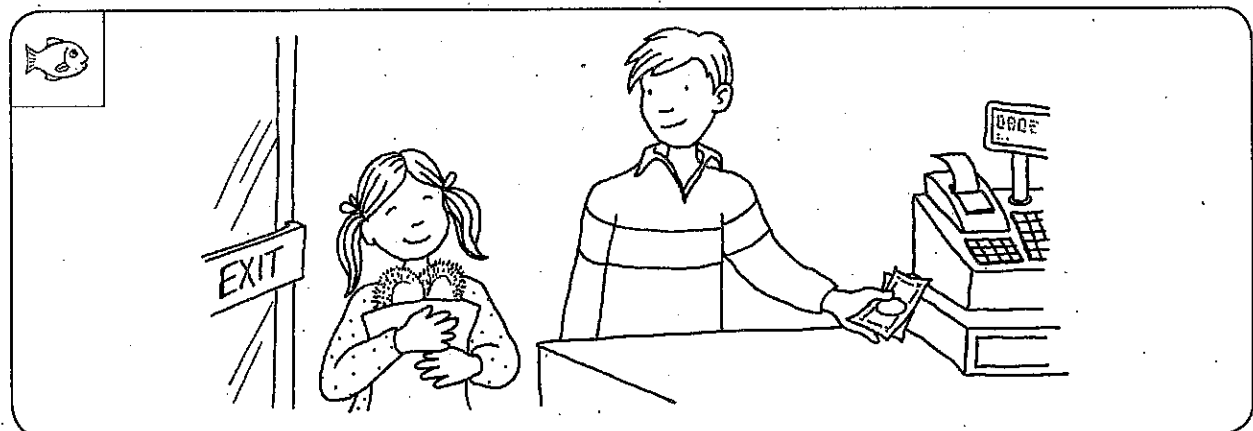
Where is my ?



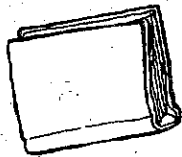
Look at this .

Directions: Read the unfinished sentences with children and have them draw a picture to complete the sentences. Then have them read the sentences again.

Name _____



Directions: Have children use the pictures to identify and describe events in the story that could or could not happen in real life. Then have them explain to others why this story is fantasy or reality.



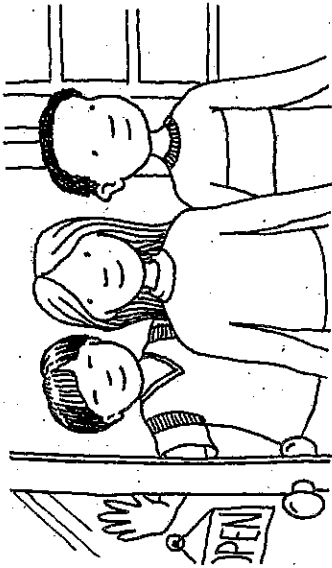
Dear Family Members,
This Take-Home Book contains words your child is learning. After reading the story with your child, encourage him or her to read it to you. Then talk about some things that your child might want to buy.

8

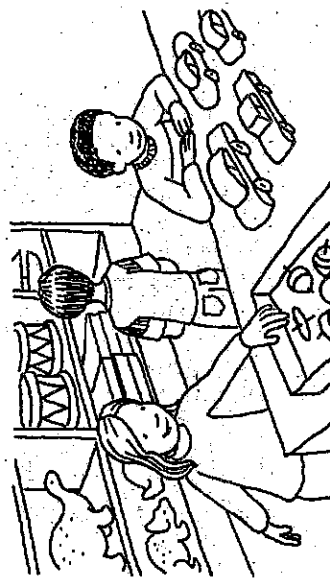


Fold

We Want



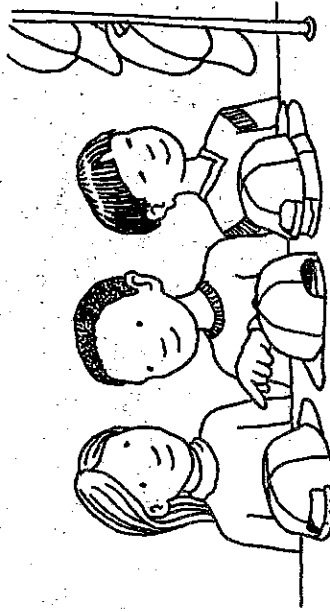
1



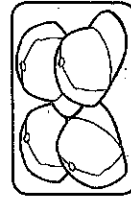
6 We want one



Fold

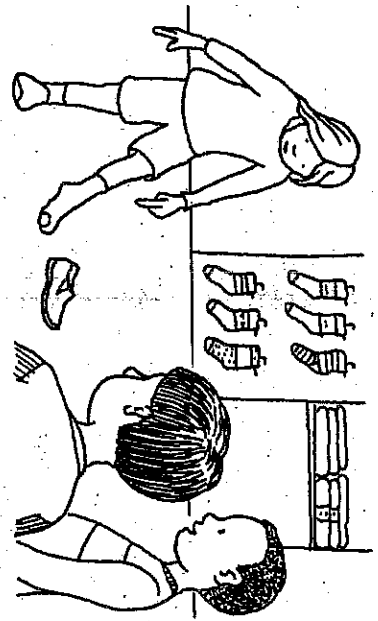


We want ten



3

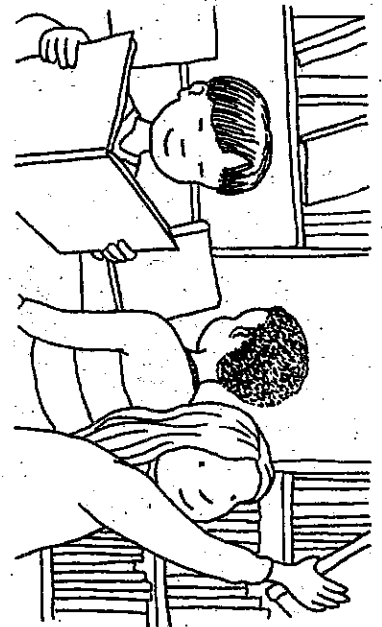
Directions: Help children cut and fold the book.



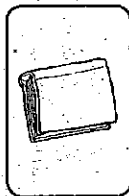
2 We want a red



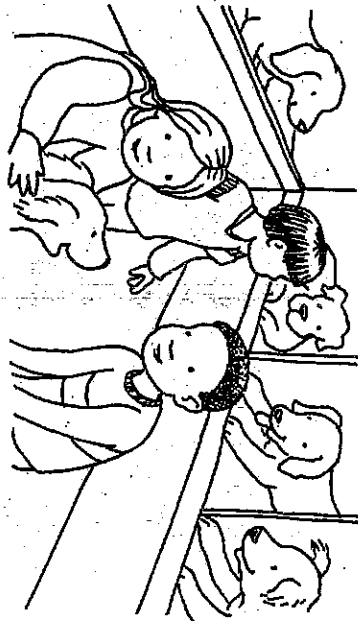
Fold



We want this



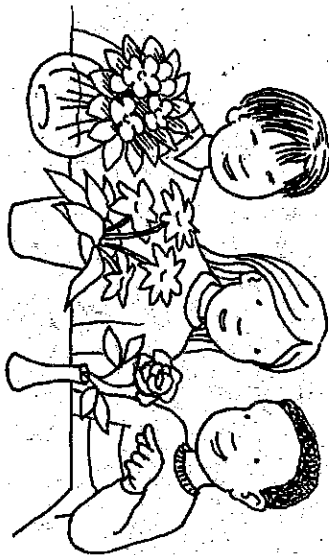
7



4 We want a pet



Fold



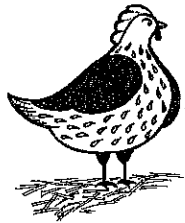
We want a



5

Name _____

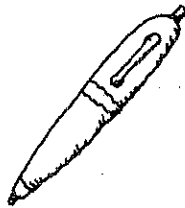
Phonics: Word
Blending with
Short e
.....
Lesson 20 Day 5



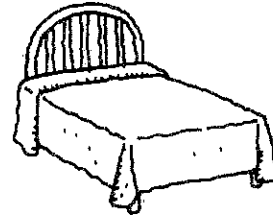
hen



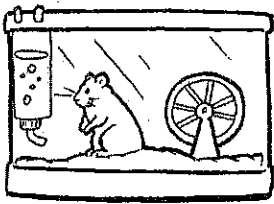
web



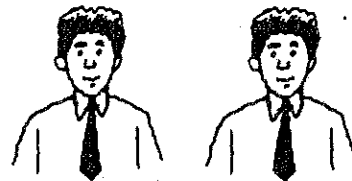
pen



bed



pet

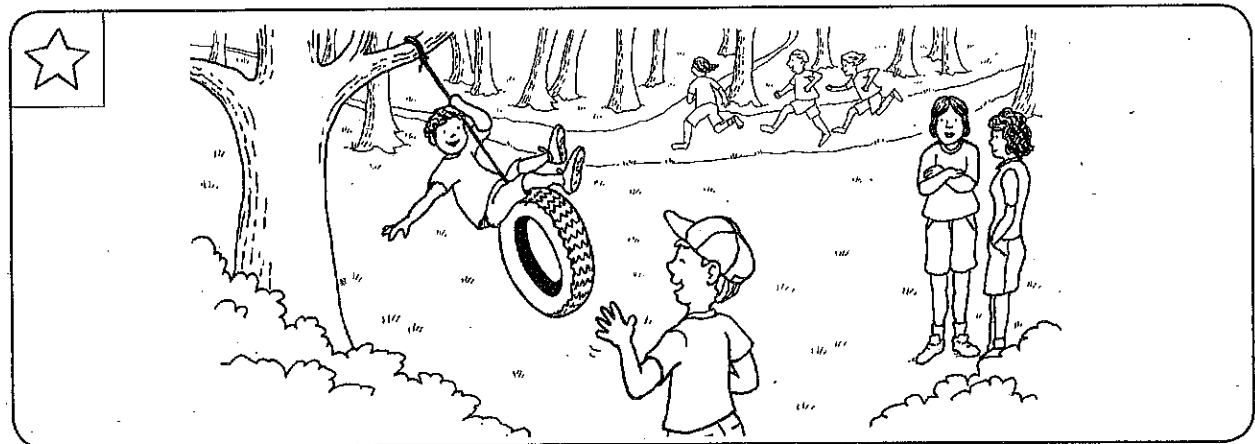
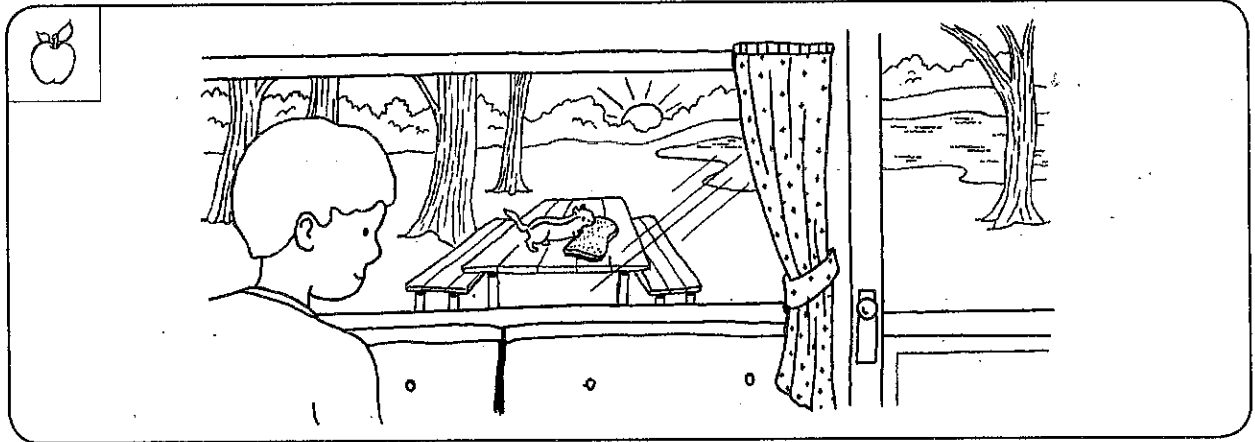


men

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

Name _____

Comprehension:
Setting
.....
Lesson 21 Day 1



Directions: Have children use the pictures to describe the setting of the story about Jed and his vacation. Then have them retell the story to one another, including the setting details.