



Student's Name \_\_\_\_\_

Mrs. Rachel Lyles

901-270-4013

[rachel.vcsnashville@gmail.com](mailto:rachel.vcsnashville@gmail.com)

## ★ Bible/Character Study:

- Respect: Showing regard for the worth of someone or something.
- Memorize by September 17<sup>th</sup>: Commandments 3 and 4:
  - 3. name You shall not misuse the name of the Lord your God. (verse 7a)
  - 4. Sabbath Remember the Sabbath day by keeping it holy. (verse 8a)
- Family activity: Watch this video and try to sing along! We'll be practicing this song in class too. <https://www.youtube.com/watch?v=o2q32Q9dtOM> Students can sing the Ten Commandments (not the whole song) instead of reciting them if they prefer.
- Bible Lesson: We have been discussing how God expects us to show respect to Him and to law and authority. God also expects us to respect other people. The first four commandments show us how to respect God and the last six commandments show us how to respect others. These verses show us that God wants us to honor others too. Read Luke 6:31, "Do to others as you would have them do to you", Romans 12:10b, "Honor one another above yourselves", and Galatians 6:10, "Therefore, as we have opportunity, let us do good to all people." Read the Bible story about the Good Samaritan in Luke 10:27-37. You may choose to read it in a Bible storybook.
- Family Discussion: God wants us to show Him respect by using His name respectfully. We should never use His name in an irreverent way. Do not use it casually, as in "omg." To keep the Sabbath holy, we need to focus on remembering what God has done for us. Set Sunday apart as a day different from the other days. Reconnect as a family. Enjoy what God has created for us.
- Bible Project: Due October 1<sup>st</sup> - Make Clay Tablets. See the sheet in last week's assignment packet for the directions for making tablets. If you would like to use a different art form to make the tablets, you may do so.
- Sing *10,000 Reasons* by Matt Redman a few times this week. <https://www.youtube.com/watch?v=XtwlT8JjddM>

## ★ History:

- Read aloud chapter 4, pages 28-31, "Egyptian Pyramids." Have your child answer these questions orally:

1. What kinds of tombs did pharaohs have? Pyramids
  2. How long did it take to build a pyramid? Twenty years
  3. How did the Egyptians build the pyramids? Thousands of workers built them by hand
  4. What does the Great Sphinx look like? It is half lion, half man.
- Color the page for Chapter 4
  - **History Copywork:** Copy the history sentences on the history sheet correctly and neatly. Practice reading the sheet.
  - **History Narration:** After you have read the history assignment to your child, have your child tell you about something that you've just read. Write their version down in the history workbook.. The narrations are usually two to five sentences. Have them illustrate their narration and add a caption. **Suggestions for illustrations are:** hieroglyphics on a pyramid wall, or on a piece of papyrus.
  - **Extending the Lesson (Optional):** Discover more about the pyramids and other fascinating facts about Egypt at [kidsancientegypt.com](http://kidsancientegypt.com).

★ Literature:

- *The Real Story of the Creation*, by Paul L. Maier. Read aloud chapters 7 and 8. Discuss the comprehension questions on the attached study guide.
- Use the sheets titled Day 4, Day 5, and Day 6 and have your child color what happened on those days of creation.
- **Something To Think About:** God made man to be different from all the other living things. Look around you. There is not one other living thing that is just like you. God made you different from the animals and plants He created.
  - At the top of a piece of paper, write your name and the name of your pet or a favorite animal. Write down five things that both of you and your pet can do. Now, write five things that you can do but your pet can't.

★ Grammar:

- A **sentence** is a place for words to be organized. Remind students that a sentence is not complete until it has a capital at the beginning and an end mark (period, question mark, exclamation mark). This week in class, we learned about the **noun (subject)** in a sentence.
- Complete the "Find a Noun" worksheet
- **Sequencing:** Complete the attached four-part sequence picture story, "The Snowman." You may color the picture.

★ Penmanship:

- Copywork: *Draw Write Now* - Draw the animal and copy the first two sentences from page 13 into your *Draw Write Now* red folder.
- Complete the alphabet trace sheets for letters G, H, and I.

★ Phonics:

- Complete Lessons 14, 16, 17 and Assessment 2 (Lesson 15).
- Complete the "Beginning 'l' Blends" worksheet
- Read Decodable Readers 2 (*Plan and Toss*) and 3 (*Hal Has a Pal*). Color the pictures (optional).

★ Spelling and Dictation:

- Spelling Words: See attached List #3 for spelling words.
  - Challenge Words: papyrus, mummy
- Choose 3 activities to complete on the Spelling Menu
- Take a practice written test, then copy any misspelled words two or more times.
- Dictation: Dictate two sentences using at least two spelling words in each sentence.

★ Fine Arts:

- Art Appreciation: Watch this video about Edgar Degas (*Art with Mati and Dada*):
  - <https://youtu.be/kzL1nOXZI-I>
- Music Appreciation: Piotr Tchaikovsky (listen to his music at home)

★ Geography:

- *Maps, Charts, and Graphs* – Complete Lesson 3
- Complete the "Label the Continents and Oceans" worksheet.
  - We have not talked about the oceans in class, yet. Have you child color the map, then label the continents. Help them with the ocean labeling. (Answer key included in Assignment Sheet packet.) We will review the oceans in class next week.

★ Critical Thinking:

- Primary Analogies: Complete pp. 4-6

- Complete “Steps in a Process” worksheets
  - Parents, read the story at the top of the worksheet to your child and have him/her number the pictures in the order they happened in the story.

★ **Read Aloud:**

- **Reading Connection** – Read the story (“Meg the Vet”) and answer the questions relating to the story.
- **Read Aloud** from a book of your choice for 20 minutes or more a day. Suggest goal: minimum of 10 books or chapters per week. Parents, listen to your student read aloud so you can monitor their expression and flow as they read aloud. Also, read aloud to your child to model correct flow and expression.
- **Extending the Lesson (Optional):** Color a star on the attached sheet for every book or chapter that you read. If you do more, draw a star on the back of this sheet and color it.

*I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet.*

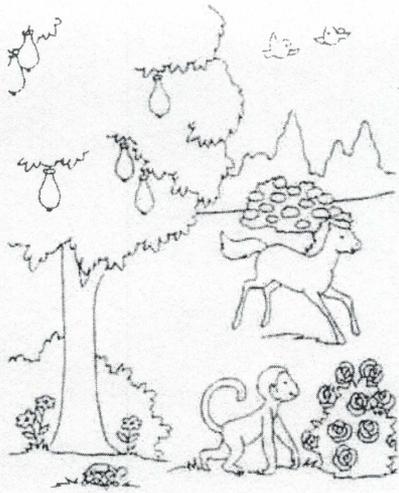
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*Parent's Signature*

\*Notes: Science and Math need to be included in your weekly work. Don't forget to Read Aloud every day!

	HISTORY/ GEOGRAPHY	LITERATURE/ READING	GRAMMAR	PENMANSHIP	CRITICAL THINKING	PHONICS	SPELLING	BIBLE	FINE ARTS
DAY 1	<p>Read SOTW Chapter 4 pg. 28-31 'Egyptian Pyramids'</p> <p>Color picture in history workbook while listening to the reading</p> <p>Orally answer questions on assignment sheet</p> <p>Give narration (parents can write this)</p>	<p>Read Chapter 7</p> <p>Discuss comprehension questions</p> <p>Use Day 4 coloring page to draw what God created on day 4</p>	<p>Complete the "Find a Noun" worksheet</p>	<p>Complete the 'G' and 'H' alphabet trace worksheets</p>	<p>Complete Primary Analogies pg.4</p>	<p>Lesson 14</p>	<p>Review spelling words</p> <p>Complete one activity on the Spelling Menu</p>	<p>Review Commandments 1 &amp; 2. Read Commandments 3 &amp; 4.</p> <p>Watch video (Family Activity)</p> <p>Listen to song (10,000 Reasons)</p>	<p>Listen to Tchaikovsky music</p>
DAY 2	<p>Draw picture to go along with narration</p>	<p>Read Chapter 8</p> <p>Discuss comprehension questions</p> <p>Use Day 5 coloring page to draw what God created on day 5</p>		<p>Complete the 'I' alphabet trace worksheet</p>	<p>Complete Primary Analogies p. 5</p>	<p>Lessons 16 &amp; 17</p>	<p>Complete one activity on the Spelling Menu</p>	<p>Memorize Commandment 3</p> <p>Family Discussion</p> <p>Gather materials for the Clay Tablets project</p>	<p>Listen to Tchaikovsky music</p>

DAY 3	Complete the copywork page in the history binder  <i>Complete Maps, Charts, and Graphs Lesson 3</i>	Use Day 6 coloring page to draw what God created on day 3  Pet/animal vs. you comparison	Complete the sequencing worksheet - The Snowman	In the <i>Draw Write Now</i> red folder, have your student draw the animal from p. 13 of the <i>Draw Write Now</i> workbook	Complete Primary Analogies p. 6	Lesson 15/Assessment 2  Read Decodable Reader 2	Complete one activity on the Spelling Menu	Memorize Commandment 4  Read about the Good Samaritan (Bible Lesson)	Listen to Tchaikovsky music
DAY 4	Complete the "Label the Continents and Oceans" worksheet	Complete Reading Connection page, "Meg the Vet"		As much as your student is able, have him/her copy the first two sentences from p. 13 of <i>Draw Write Now</i> workbook under his/her illustration of the animal in the red folder	Complete the "Steps in a Process" worksheets	Read Decodable Reader 3  Complete the "Beginning 'l' Blends" worksheet	Practice Test and Dictation Practice	Memorize/Review Commandments 3 & 4  Watch video (Family Activity)	Listen to Tchaikovsky music  <i>Watch Art with Mati and Dada</i> video



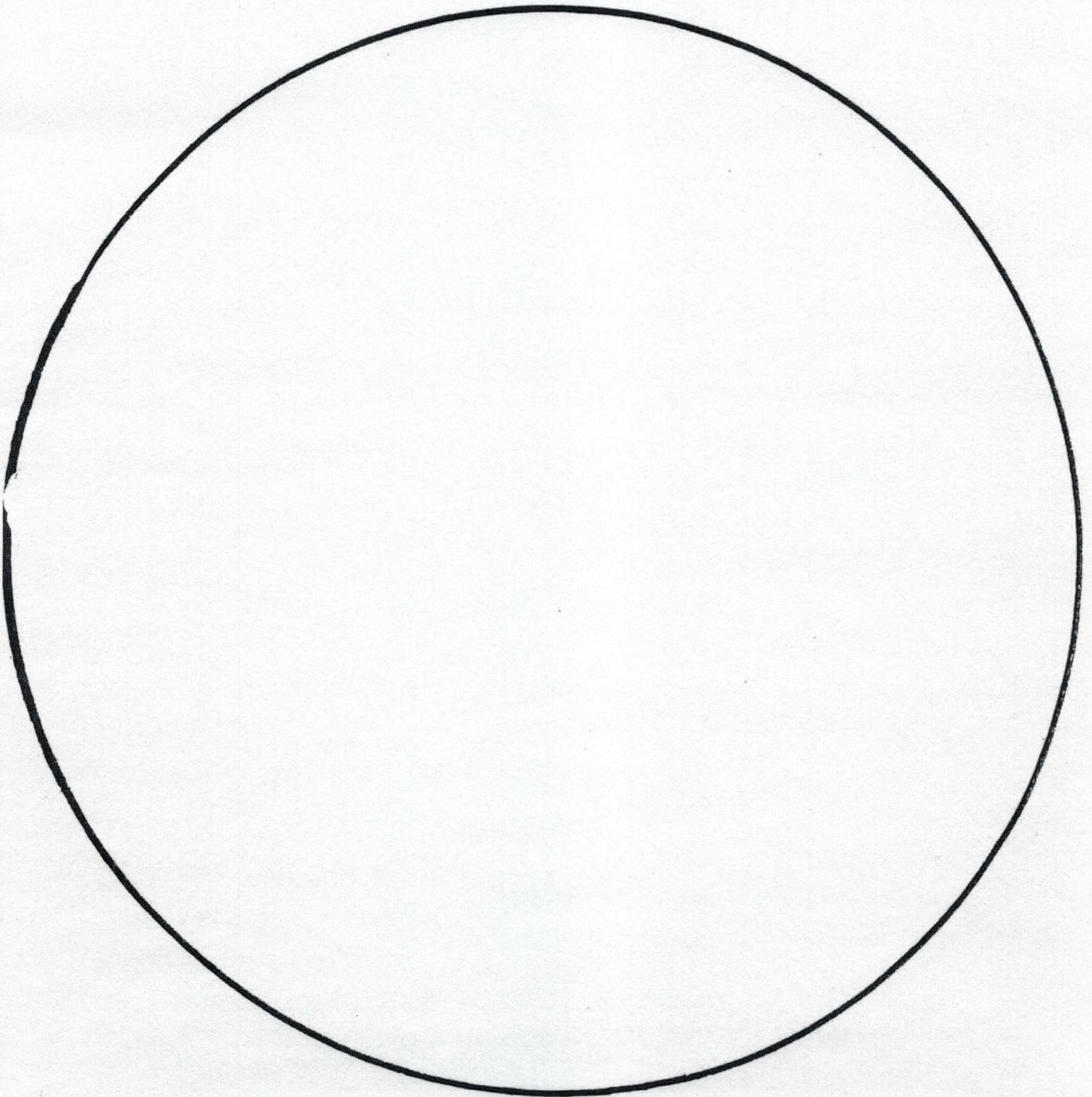
The Real Story of  
**THE CREATION**

Chapter Seven & Chapter Eight

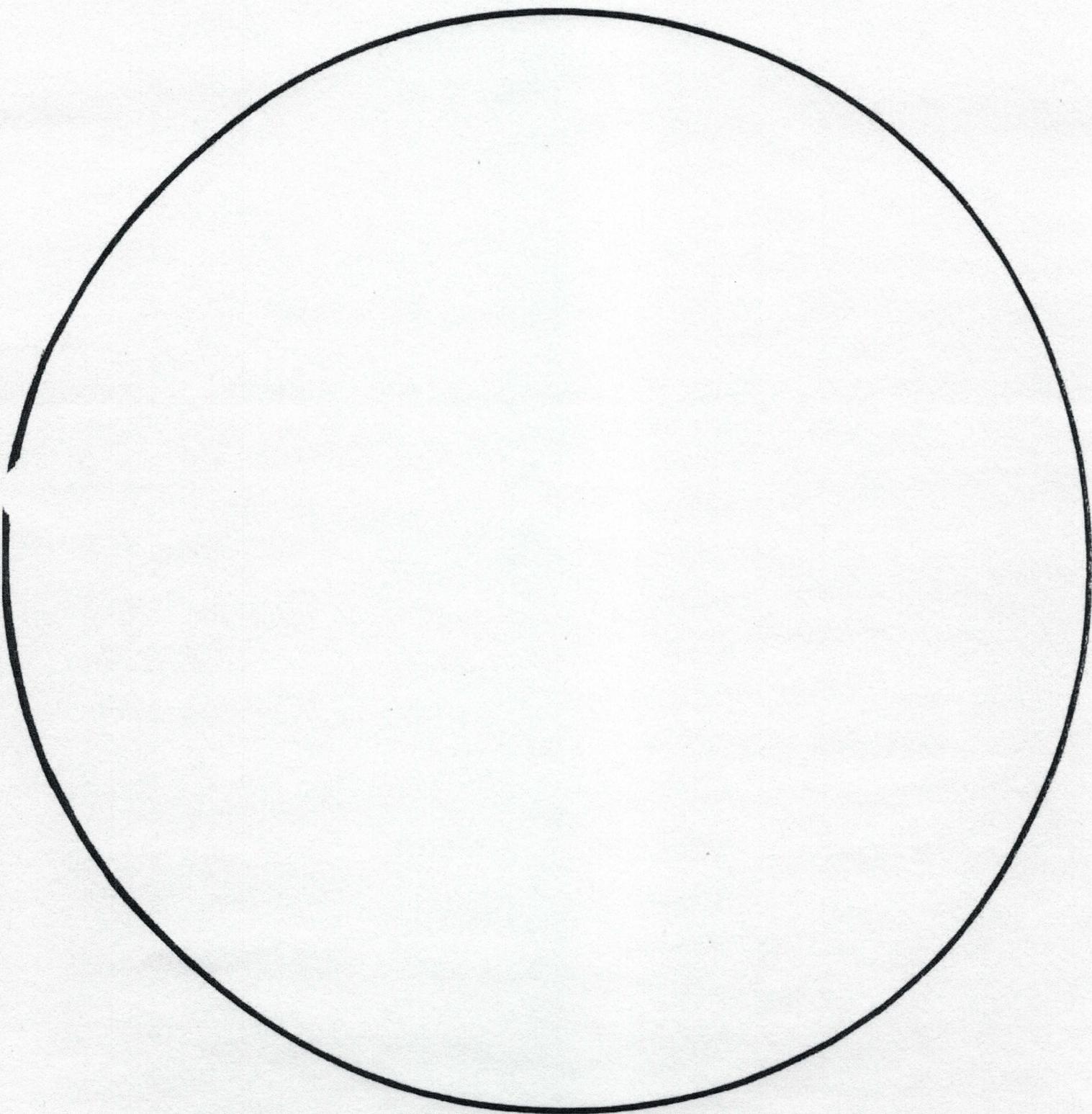
Discuss the following:

1. What does Genesis 1:21 tell us?
2. Describe the living and moving creatures.
3. On the back, draw your favorite living and moving creature? 😊
4. What does Genesis 1:26 tell us?
5. What did God form out of the dust?
6. What was Adam's responsibility?
7. What was missing?
8. According to Genesis 2:18, what did God make?  
How did He do it?

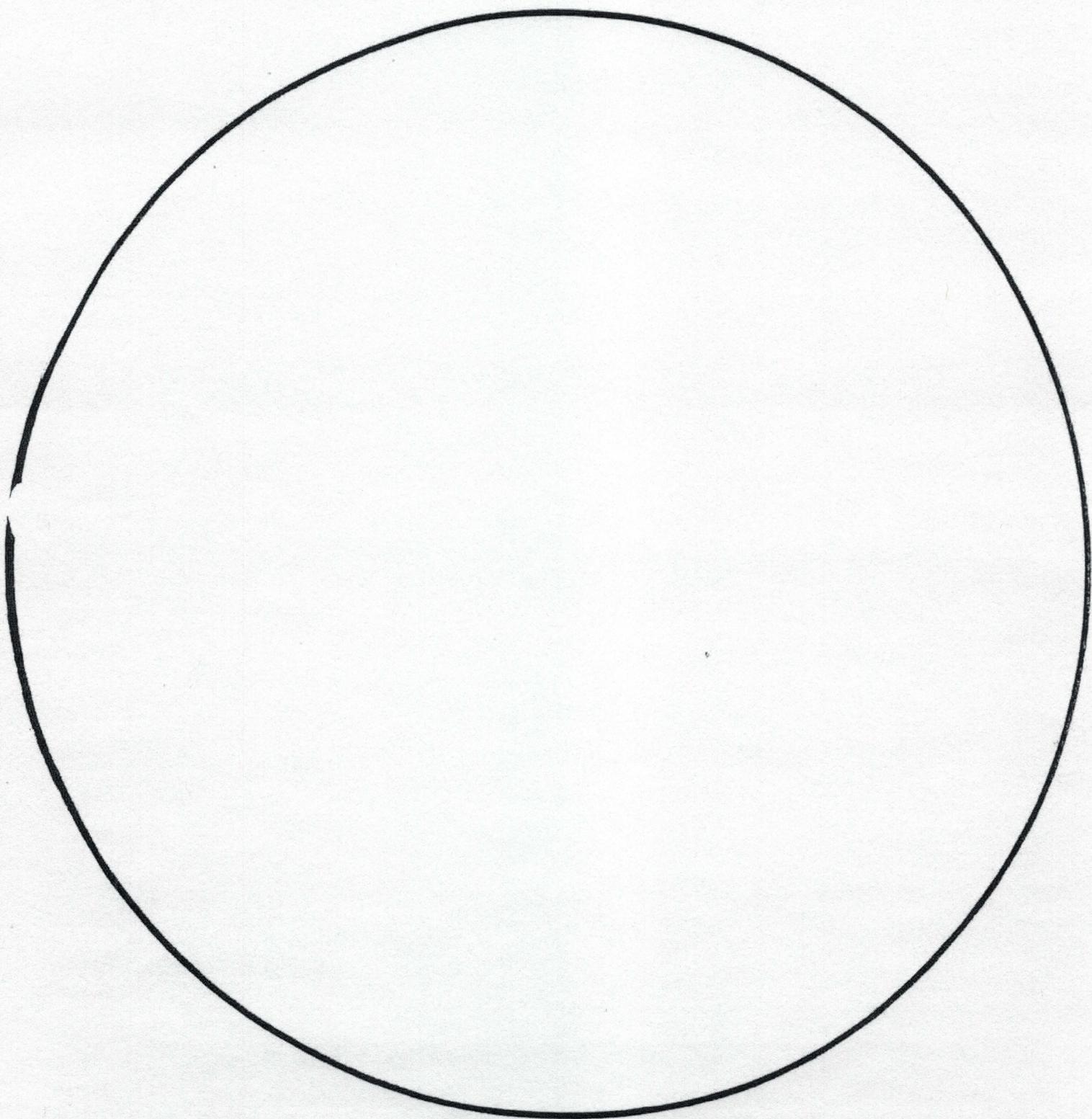
Day 4



Day 5



Day 6



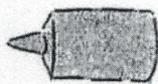


Name \_\_\_\_\_

1

Picture Stories

# The Snowman



paste



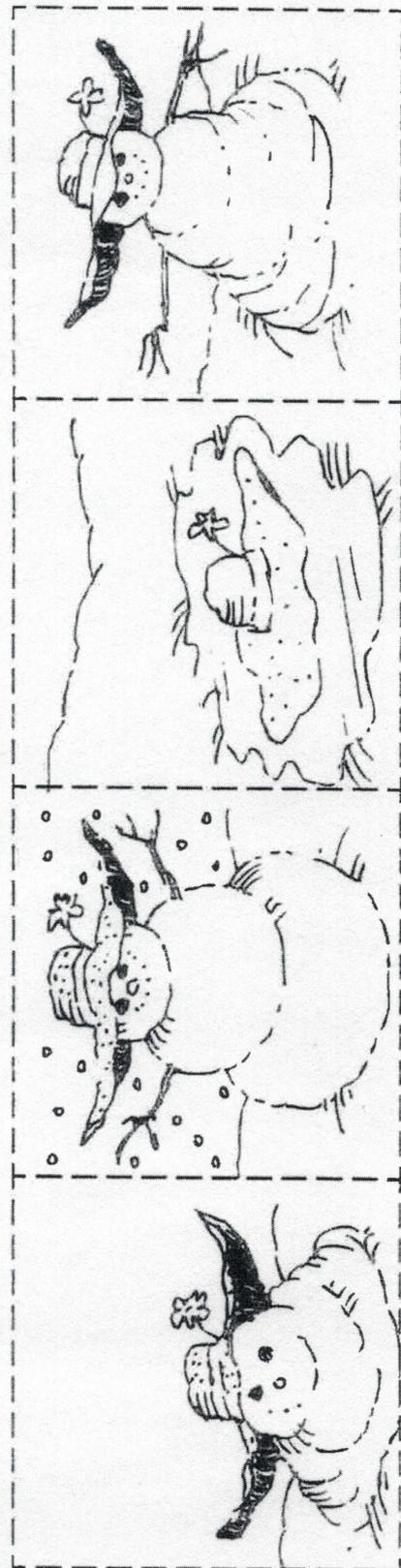
cut


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Does your child struggle to remember how to write certain letters? I found an easy way to teach my daughter how to write her lowercase "b", "d", "p", and "q" correctly.

Trouble mixing up lowercase "b" and "d":

Ask yourself,

"What is the ABC order of letters "b" & "d"?"

If you need to write the letter "b":

Answer: **THE LETTER "b" COMES FIRST**



SO...The line of the "b" comes first,  
then the circle!

If you need to write the letter "d":

Answer: **THE LETTER "d" COMES LAST**



SO...The line of the "d" comes (last)  
after the circle!

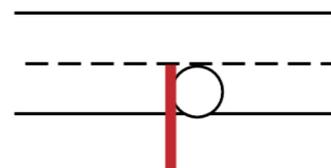
Trouble mixing up lowercase "p" and "q":

Ask yourself,

"What is the ABC order of letters "p" & "q"?"

If you need to write the letter "p":

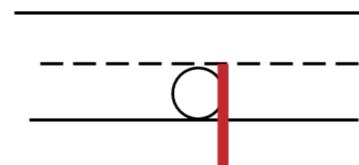
Answer: **THE LETTER "p" COMES FIRST**



SO...The line of the "p" comes first,  
then the circle!

If you need to write the letter "q":

Answer: **THE LETTER "q" COMES LAST**



SO...The line of the "q" comes (last)  
after the circle!

Name \_\_\_\_\_

Gg

G

g

G

g

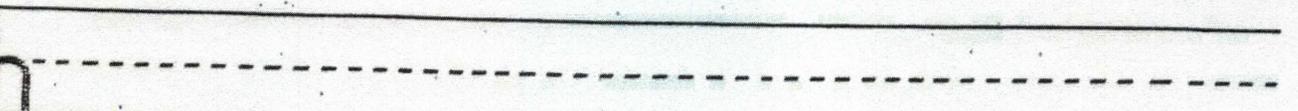
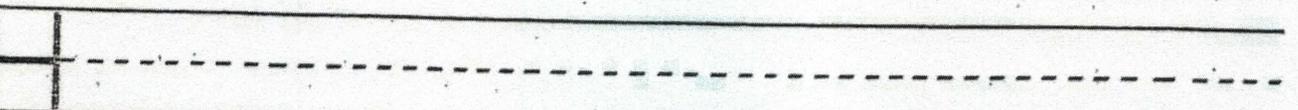
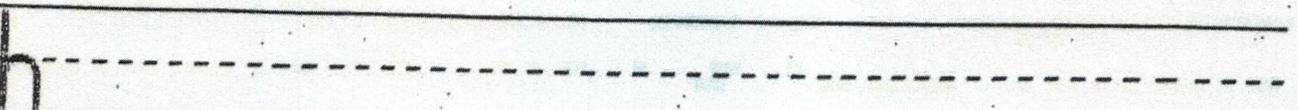
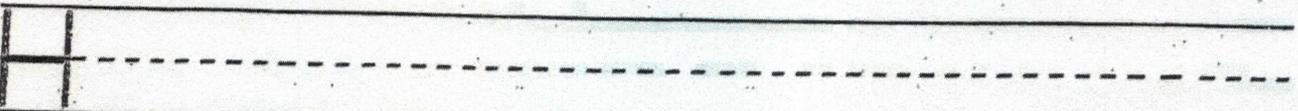
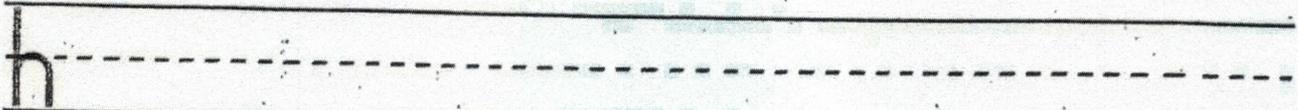
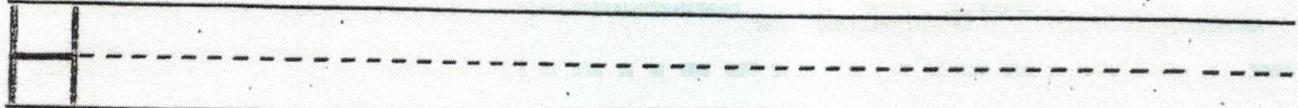
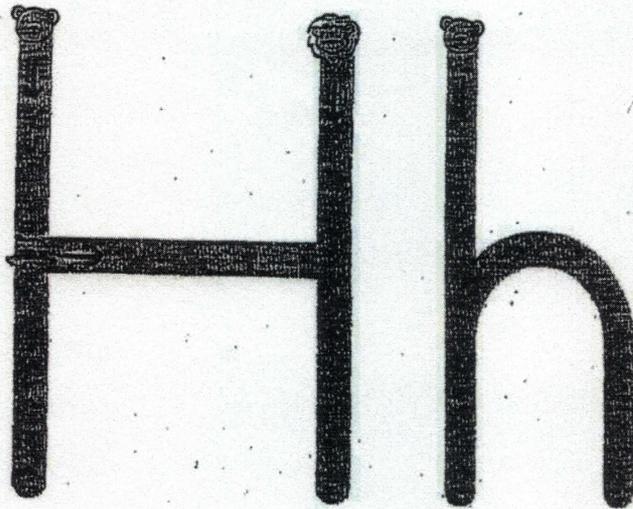
G

g

G Circle left, stop; go left, stop.

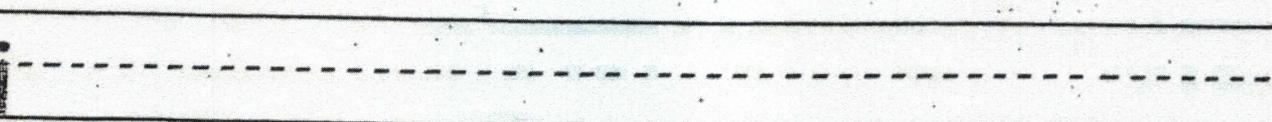
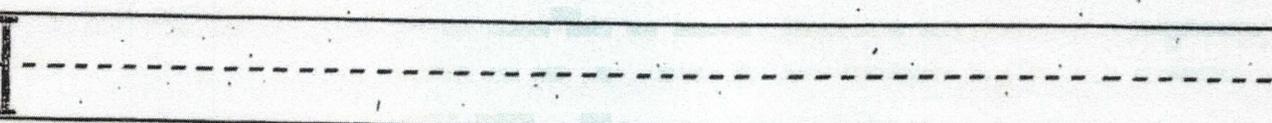
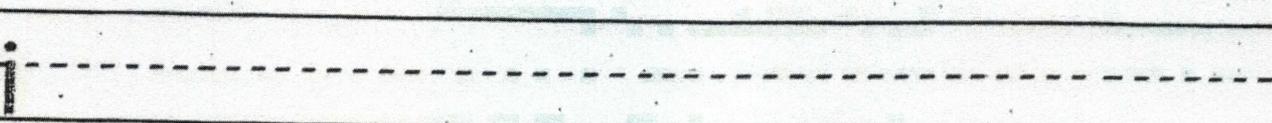
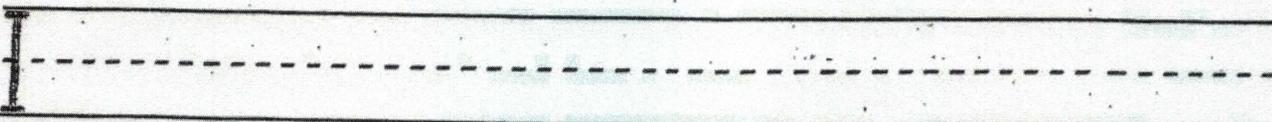
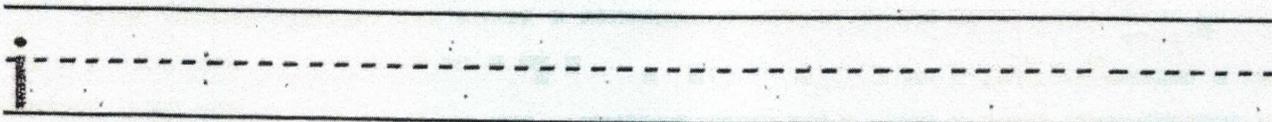
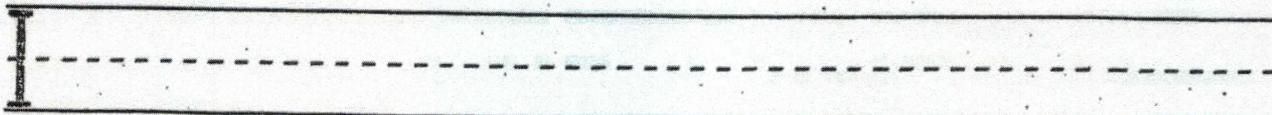
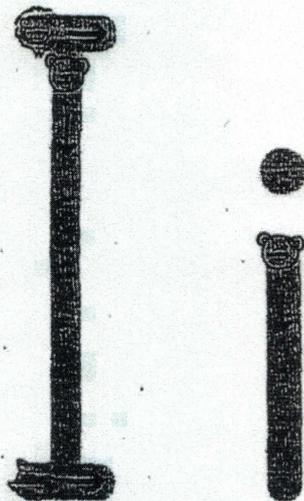
g Circle left, touch; pull straight down, curve up left, stop.

Name \_\_\_\_\_



H Pull straight down, stop; go to Leo, pull straight down, stop; go to Wriley, go right, touch.  
h Pull straight down, stop; push up and over right, stop.

Name \_\_\_\_\_



I Pull straight down, stop; go to Leo, go right, stop; go to Wriley, go right, stop.

i Pull straight down, stop; dot.

## Week 4 Lessons 14, 16, 17

Each week your student will need to complete any part of the front side that we do not complete in class, and complete the back side of each phonics worksheet. These instructions are what you will say to your child as they complete the front side of each page. When the letter is between these lines //, be sure and say the sound the letter or letters make. The instructions for completing the back side are on the bottom of the back page. Please make sure to read those boxes each time.

### Lesson 14 – The Letter D

#### Front:

Write your name neatly on the space provided on the top of your page. Practice writing the letter Dd neatly and correctly two times.

#1-10 I will say a word, and you will write down a letter from a part of the word. I might ask for any sound in the word, so listen carefully for the instructions.

- |  |  |
|--|--|
| 1. vowel sound in ‘pie’ - <i>ī</i>     | 6. beginning sound in ‘last’ - <i>l</i>          |
| 2. vowel sound in ‘fact’ - <i>ă</i>    | 7. initial sound in ‘slow’ - <i>s</i>            |
| 3. vowel sound in ‘dip’ - <i>ĭ</i>     | 8. vowel sound in ‘bake’ - <i>ā</i>              |
| 4. vowel sound in ‘go’ - <i>ō</i>      | 9. letters that make the /z/ sound – <i>z, s</i> |
| 5. beginning sound in ‘pop’ - <i>p</i> | 10. vowel sound in ‘spot’ - <i>ō</i>             |

#11-12 I’ll give you a word. Spell the words on the lines provided.

- |          |          |
|----------|----------|
| 11. stop | 12. plan |
|----------|----------|

#13-16 We’re going to write our new letter, and then practice writing words with our new sound.

- |         |         |
|---------|---------|
| 13. d   | 14. and |
| 15. did | 16. sad |

#17-26 Code the words, and then read them silently to yourself. When you’re finished, draw a line from the word the picture that matches on the right.

- |          |           |
|----------|-----------|
| 17. did  | 22. no    |
| 18. dill | 23. slid  |
| 19. odd  | 24. pond  |
| 20. doll | 25. and   |
| 21. dots | 26. stand |

#### Back:

Copy each letter correctly 4 (or more) times.

#1-6 Look at the picture. Say the word in your head. Then spell the word on the lines provided.

- |         |         |
|---------|---------|
| 1. lid  | 4. list |
| 2. pod  | 5. stop |
| 3. dots | 6. slip |

Practice reading the sight words in the box at the bottom of the page. Parents, you may want to draw a smiley face or star each word they read correctly.

## Lesson 16 – The Letter F

Let's listen to words to decide how many sounds we hear. Let's try the word 'it.' We'll unblend it first. Hold up a finger for each sound you hear. /ɪ/ /t/ How many sounds do you hear? **Two** Let's try a few more. *Be sure to unblend each sound of the words.*

- |             |             |
|-------------|-------------|
| 2. pan (3)  | 5. sand (4) |
| 3. list (4) | 6. in (2)   |
| 4. tip (3)  | 7. rag (3)  |

### Front:

Look at your worksheet. Write your name neatly at the top of the page. Practice writing the letter Ff neatly and correctly two times.

#1-10 I'll give you a sound. You write the letter that makes that sound on the line. Be sure and code the vowels, so you know if it was the long or short sound.

1. /ɔ̃/ 2. /ă/ 3. /ĩ/ 4. /s/ 5. /d/ 6. /ī/ 7. /z, s/ 8. /ā/ 9. /l/ 10. /ō/

#11-13 I'll say a word and you'll write the word on the lines provided. For #13 I'll give you a sound and you'll write the letter or letters that make that sound.

11. last 12. snap 13. /f/ - **f**

#14-16 I'll say a word and you'll write the word on the lines provided. Notice that there is a line for each letter of the word.

14. if 15. sift 16. soft

#17-#26 Code the words, and then read the words silently to yourself. When you're finished draw a line from the word to the matching picture on the right.

### Back:

Copy each letter correctly 4 (or more) times.

Read the two sentences. Draw a line from the sentence that matches the picture to the right.

#3-6 Look at the blend. Say the blend, and then draw a line to the picture that begins with that blend.

- |                |               |
|----------------|---------------|
| 3. st (stick)  | 5. fl (flag)  |
| 4. sp (spider) | 6. sn (snake) |

Read the sight words in the box at the bottom of the page. Parents you may want to star or put a smiley face next to the words they read correctly.

## Lesson 17 – The Letter H

### Front:

Look at your worksheet. Write your name neatly at the top. Write h's two times each, in your best penmanship.

#1-10 I will say a sound, and you will write the letter that makes that sound on the line provided. Be sure to code your vowels correctly.

1. /s/ 2. /d/ 3. /z, s/ 4. /ɔ̃/ 5. /ă/ 6. /ā/ 7. /ō/ 8. /ĩ/ 9. /f/ 10. /ī/

#11-12 Let's review some of the things we've learned so far, and spell some words.

11. fit 12. slid

1<sup>st</sup> Grade Phonics – Parent Instructions

#13 I'll give you a word. I want you to write the letter of the sound you hear in the initial position.

13. had (**h**)

#14-16 Let's practice spelling with our new letter.

14. had

15. has

16. his

#17-26 Code these words and draw a line from the word to the matching picture on the right. When you are finished, read the words to yourself.

**Back:**

Write your best upper and lower case h's, making sure you are writing them correctly.

Read the two sentences. Draw a line from the sentence that matches the picture to the right.

#3-6 Look at the blend. Say the blend, and then draw a line to the picture that begins with that blend.

3. pl (plant)

5. spl (splash)

4. sl (slide)

6. st (stairs)

Practice reading the high frequency words in the box at the bottom of the page.

**Week 4**  
**Lesson 15**

**Lesson 15 – Assessment 2**

*Treat this like a test. Do not correct their papers while they're working on it. Grade their completed papers. We want to be able to see where they need more practice. Grade the paper according to the points on the answer key.*

**Front:**

Section 1 #1-4: "I'll say a sound. Write the letter that makes that sound on the lines by #1 through #4."

1. /ă/
2. /ĩ/
3. /l/
4. /z/

Section 2 #5-8: "Look at the letter by #5. Find the keyword picture for this sound. Draw a line from the letter to its keyword picture." *Repeat with #6-8.*

Section 3 #9-12: "Put your finger on #9, and code the word 'an'." *Repeat with #10-12.*

**Back:**

Section 4 #13-16: "I'll say some words that begin with the same sound. Tell me the sound you hear in the initial position." *Write the student's response on the line provided.*

13. lid, lamp, lost, late (l)
14. at, add, attic, after (ă)
15. in, it, ill, if (ĩ)
16. zap, zip, zoom, zig (z)

Section 5 #17-20: Point to the letter by #17. Ask, "What is this letter?" Write down their response on the line by #17, or check off the letter if identified correctly. Repeat with #18-20.

Section 6 #21-25: Point to the word by #21. "Read this word for me." Write the response on the line by #21, or check off the word if read correctly. Repeat with #22-25.

Once you have completed the assessment go over any parts that they missed.

Name \_\_\_\_\_



Dd

Write each letter two times correctly.

1. \_\_\_\_\_ i \_\_\_\_\_

2. \_\_\_\_\_ o \_\_\_\_\_

3. \_\_\_\_\_ i \_\_\_\_\_

4. \_\_\_\_\_ o \_\_\_\_\_

5. \_\_\_\_\_ p \_\_\_\_\_

6. \_\_\_\_\_ l \_\_\_\_\_

7. \_\_\_\_\_ s \_\_\_\_\_

8. \_\_\_\_\_ a \_\_\_\_\_

9. \_\_\_\_\_ z, s \_\_\_\_\_

10. \_\_\_\_\_ ö \_\_\_\_\_

11. s t o p

12. p l a n

13. \_\_\_\_\_ d \_\_\_\_\_

14. a n d

15. d i d

16. s a d

17. dīd

18. dīl

19. ödđ

20. döll

21. dōt[s]

22. nō'

23. slīd

24. pōnd

25. ānd

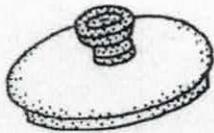
26. stānd



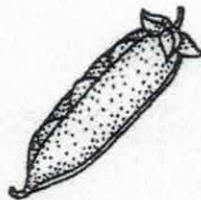
Copy each letter correctly 4 or more times.

D

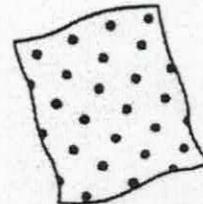
d



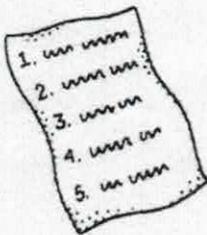
1. l i d



2. p o d



3. d o t s



4. l i s t



5. s t o p



6. s l i p

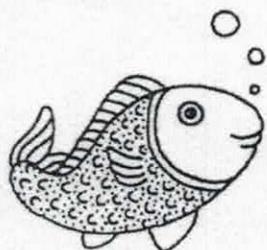
High Frequency Word Box

said                      land  
and                        still  
did                         stop

\* Dear Parent/Guardian: \*

Today your child learned the following for the consonant **d**: name, sound, written form, and keyword (dog). Your child also learned the sight word "said." Please have him/her practice writing **d**'s on the lines provided and spell the words represented by pictures #1-#6 (lid, pod, dots, list, stop, slip). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name \_\_\_\_\_



Ff

Copy each letter two times correctly.

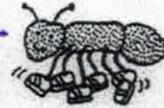
1. o2. o3. i4. s5. d6. i7. z, s8. a9. l10. o11. l a s t12. s n a p13. f14. i f15. s i f t16. s o f t17. o f f18. f i z z19. f i s t20. f a s t21. f a n s22. f i t23. n o24. p o n d25. s l i p26. a s

Copy each letter correctly 4 times each.

F

f

- The ant is fast.
- The ant is sad.



3. st	
4. sp	
5. fl	
6. sn	

*Note: Lines connect 'st' to 'stick', 'sp' to 'spider', 'fl' to 'flag', and 'sn' to 'snake'.*

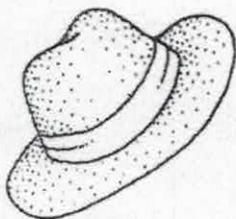
High Frequency Word Box

of	off
if	said
fast	land

**\*Dear Parent/Guardian:\***

Today your child learned the following for the consonant **f**: name, sound, written form, and keyword (fish). Your child also learned the sight word "of." Please have him/her practice writing *f*'s on the lines provided; read sentences #1 and #2; match a sentence to its picture; and read blends #3-#6 and match them to the pictures (stick, spider, flag, snake). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name \_\_\_\_\_



Write each letter 2 times correctly.

Hh

1. \_\_\_\_\_ s \_\_\_\_\_

2. \_\_\_\_\_ d \_\_\_\_\_

3. \_\_\_\_\_ z, s \_\_\_\_\_

4. \_\_\_\_\_ o \_\_\_\_\_

5. \_\_\_\_\_ o \_\_\_\_\_

6. \_\_\_\_\_ a \_\_\_\_\_

7. \_\_\_\_\_ o \_\_\_\_\_

8. \_\_\_\_\_ i \_\_\_\_\_

9. \_\_\_\_\_ f \_\_\_\_\_

10. \_\_\_\_\_ i \_\_\_\_\_

11. f i t

12. s l i d

13. \_\_\_\_\_ h \_\_\_\_\_

14. h a d

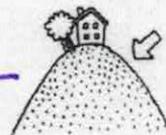
15. h a s

16. h i s

17. hōp

18. hit<sup>s</sup>

19. hilly



20. hōt

21. hī'

22. hiss

23. hānd



24. sniff

25. staff

26. hint

Copy each letter four times each correctly.

H

h

1. Ann sits.

2. The pot is hot.



3. pl



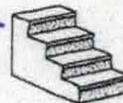
4. sl



5. spl



6. st



High Frequency Word Box

had

hi

hand

his

has

hot

\*Dear Parent/Guardian:\*

Today your child learned the following for the consonant **h**: name, sound, written form, and keyword (hat). Please have him/her practice writing *h*'s on the lines provided; read sentences #1 and #2; match a sentence to its picture; and read blends #3-#6 and match them to the pictures (plant, slide, splash, stairs). Finally, have him/her read the high-frequency words. Please return the paper to school.

Section IV (4 pts. each; 16 total)

13. l

14. ä

15. i

16. z

Section VI - See Parent Instructions

(4 pts. each; 16 total)

21. än

22. ät

23. ī'

24. it

25. in

Section V - See Parent Instructions

(4 pts. each; 16 total)

17. z

18. i

19. a

20. l

# correct / 100

Name \_\_\_\_\_

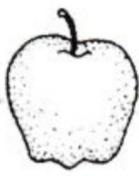
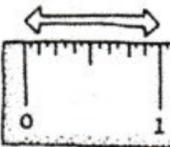
Section I (4 pts. each; 16 total)

1.      
2.      
3.      
4.      

Section III (4 pts. each; 16 total)

9.  n
10.  t
11.  t
12.  i

Section II (4 pts. each; 16 total)

5. 	
6. 	
7. 	
8. 	

Name \_\_\_\_\_

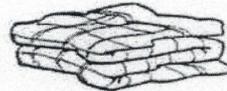
## Beginning I Blends

47

- ★ The word **clock** begins with the sounds of **hard c** and **l** together.
- The word **blanket** begins with the sounds of **b** and **l** together.



clock



blanket

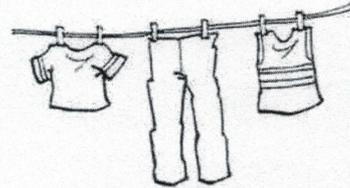
Say the name of the picture. If the word begins with the letters **bl**, circle **bl**.  
If the word begins with the letters **cl**, circle **cl**.



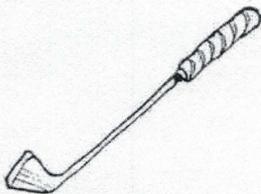
bl cl



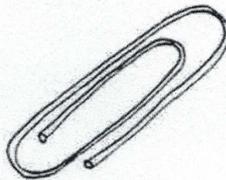
bl cl



bl cl



bl cl



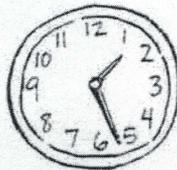
bl cl



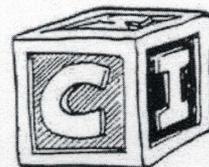
bl cl



bl cl



bl cl



bl cl

## First Spelling List #4

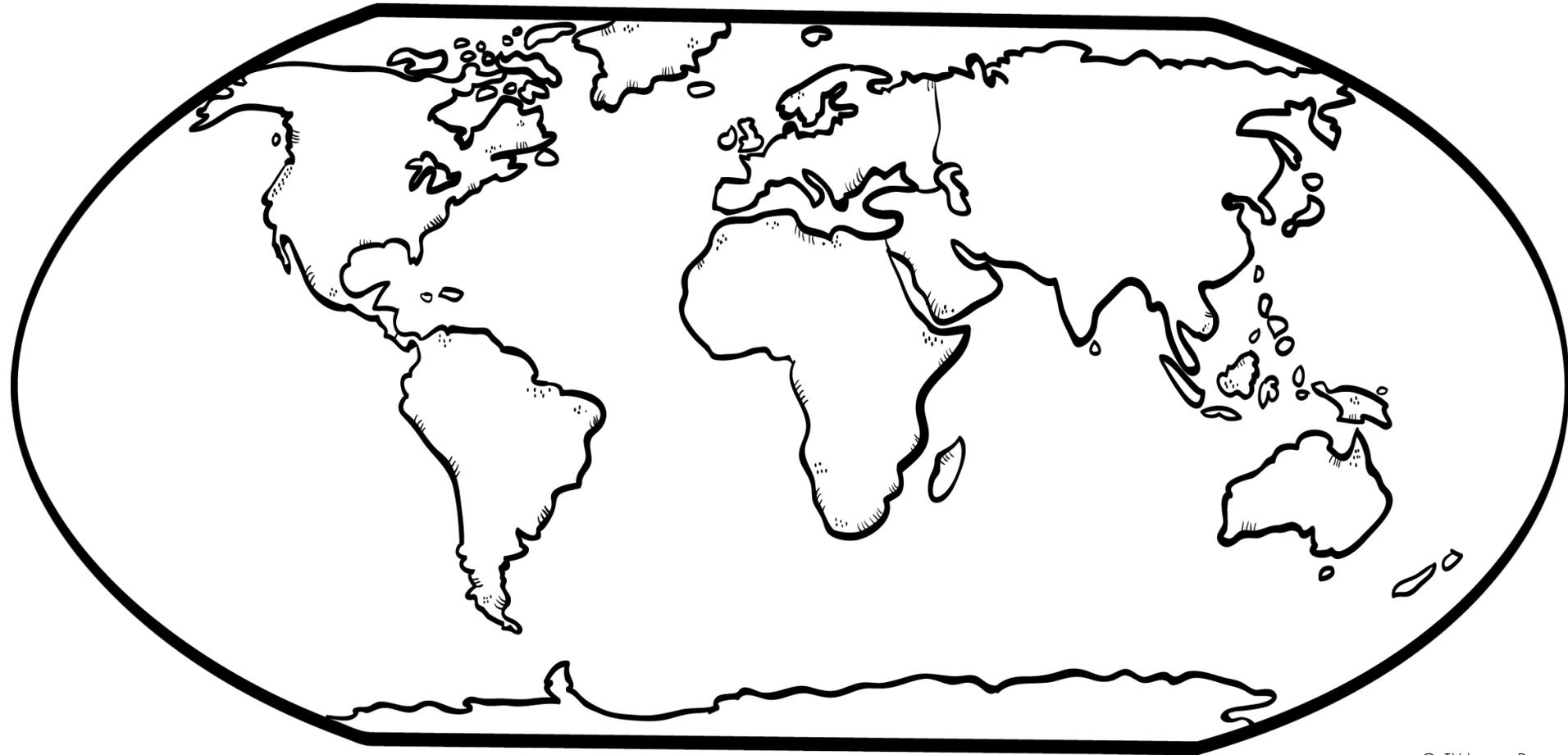
- 1) he
- 2) be
- 3) if
- 4) got
- 5) his
- 6) has
- 7) hot
- 8) ran
- 9) hand
- 10) fast
- 11) said
- 12) the

Challenge Words: papyrus, mummy,

Name: \_\_\_\_\_

# Continents & Oceans

Directions: Color the map. Then, cut out the boxes below. Glue the correct label on each continent and ocean.



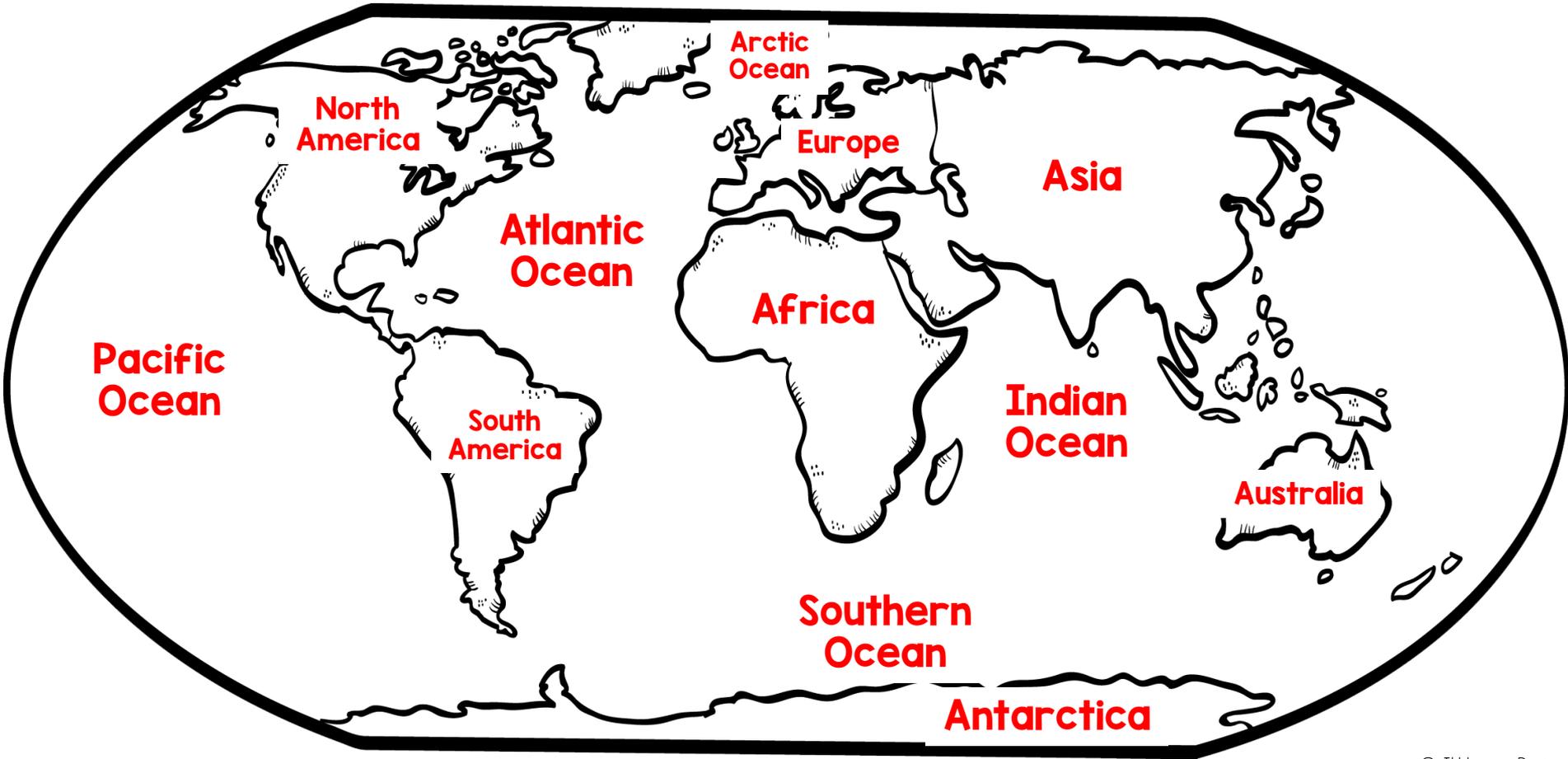
© JH Lesson Design

<b>South America</b>	<b>Europe</b>	<b>Africa</b>	<b>Asia</b>	<b>North America</b>	<b>Australia</b>
<b>Antarctica</b>	<b>Arctic Ocean</b>	<b>Atlantic Ocean</b>	<b>Pacific Ocean</b>	<b>Southern Ocean</b>	<b>Indian Ocean</b>

**ANSWER KEY**

**Continents & Oceans**

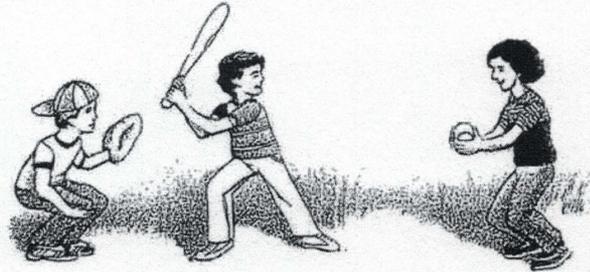
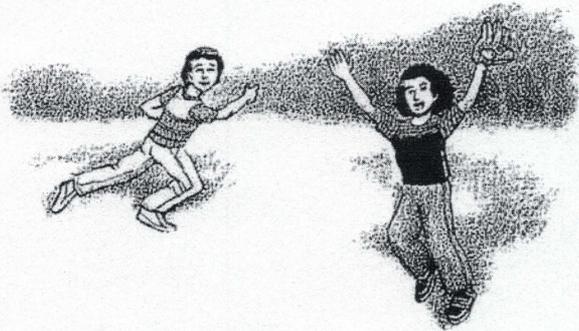
Directions: Color the map. Then, cut out the boxes below. Glue the correct label on each continent and ocean.



# Steps in a Process

Read the story. Number the pictures in order.

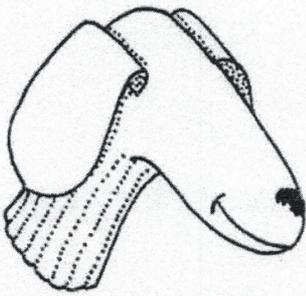
On Saturday morning, Jimmy got up, brushed his teeth, and got dressed. Mother said that breakfast was ready. Jimmy ate breakfast. Then he played outdoors with his sister Alice. When Leon came along, all three children played together.



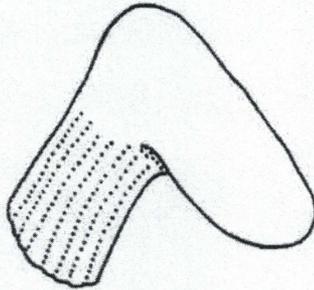
# Steps in a Process

Read the story. Then number the pictures in order. Use the numbers 1, 2, 3, 4, and 5.

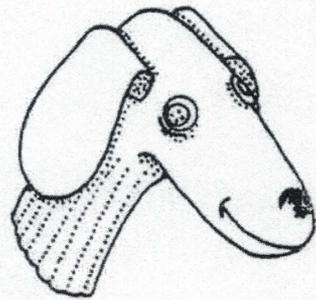
Inez decided to make a sock puppet. She used an old sock that she found in her drawer. She cut dog ears out of a piece of brown felt. She glued one ear on each side of the sock. With red and brown markers, she drew a dog mouth and nose on the sock. Then she glued on two blue buttons for eyes. When the glue was dry, Inez put her hand in the sock and used her puppet to tell a story.



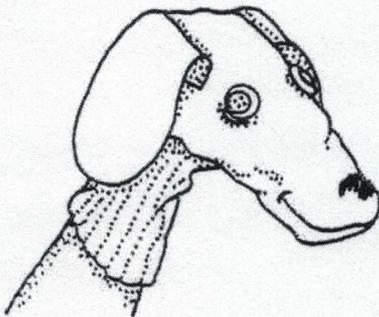
\_\_\_\_\_



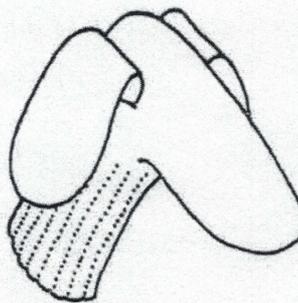
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Meg is a vet.

Vets help sick pets.

Vets help pets get well.

Some vets help big pets.

Some vets help little pets.

Vets can wrap a dog's leg.

Vets can mend a horse with a cut.

Vets can fix a cat with no pep.

Vets can help your pet, too.

Meg likes being a vet.

**Reading Skills**

1. Which sentence tells the main idea?

- A. Pets get hurt a lot.
- B. Vets help pets.
- C. Cats have no pep.

2. Put a **T** for things that are true about a vet. Put an **F** by things that are false.

- \_\_\_ Vets help pets.
- \_\_\_ A vet can help a horse.
- \_\_\_ Some vets drive a bus.
- \_\_\_ wrap a dog's leg
- \_\_\_ sell a car
- \_\_\_ fix a bike
- \_\_\_ mend a horse with a cut

3. How does the story say a vet can help a dog?

- A. mend a cat
- B. wrap a leg
- C. fix a pet with no pep

**Thinking Skills**

1. Draw a line from the animal to its group.

- |             |         |
|-------------|---------|
|             | cat     |
|             | dog     |
| Big Pets    | horse   |
|             | cow     |
|             | mouse   |
| Little Pets | pig     |
|             | hamster |
|             | sheep   |

**Vocabulary Skills**

1. What is a vet?
- A. a pet doctor
  - B. a people doctor
  - C. a truck driver

**Language Skills**

1. Make a list of short e words from the story.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

# Be a READING STAR!!!!

Name \_\_\_\_\_ Week \_\_\_\_\_

Good readers practice often. Color a star for every book or chapter you read this week. If you need more stars, draw and color some stars on the back of this paper.

