



Student's Name _____

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★ Bible/Character Study:

- Respect- Showing regard for the worth of someone or something.
- Memorize by September 24th: Commandments 5, 6, and 7:
 - 5. honor Honor your father and your mother. (verse 12a)
 - 6. murder You shall not murder. (verse 13)
 - 7. adultery You shall not commit adultery. (verse 14)
- **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.
- **Family Discussion:** Our fourth area of respect is respect for self, which requires us to have a healthy view of who we are and to treat ourselves with worth and value. Another aspect of respect is to accept the way God made us. By accepting God's handiwork, we can then focus on God developing the inner person. If we respect who we are, we will be most careful about taking care of our bodies and minds and not abusing them. We are of great value to God. He valued us so much that He sent His Son to die for us. God chose us, created us, redeemed us, and called us. Our sense of worth should come from who we are in God's sight. God's love for us is unconditional. Read the following verses. He chose us: Ephesians 1:4-6. He created us: Psalm 139:13-16. He redeemed us: 1 Peter 1:18-19 and Romans 5:8. He called us: Jeremiah 29:11. Read Mark 10:13-16 about how much Jesus loved the children and how special they are to Him. Please continue to model and teach this fundamental value of respect.
- **Family discussion:** "Honoring your father and mother" means showing respect for the people who gave you life. We should also honor those who nurture and teach us as parents would, such as grandparents, aunts, uncles, and others. "Thou shalt not kill." We need to teach our children to not destroy others' feelings, confidence, sense of self-worth or dreams. We need to watch our words as well as actions to build each other up, not tear each other down. Verse 14 tells us to honor our marriage vows as well as our spouse.
- **Bible Project:** Due October 1st - Make Clay Tablets. If you would like to do 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 6 pg. 39-45, "Joseph Goes to Egypt." Have your child answer these questions orally:
 - What did Jacob give to Joseph to show that he loved him? A coat of many colors
 - What did Joseph's brothers think about this? They were jealous; they didn't like it.
 - What did Pharaoh dream about and what did it mean? He dreamed about seven fat cows and seven skinny cows. His dream meant that seven good years would come followed by seven years of famine.
 - At the end of this story, where did the Israelites live? Egypt
- Color the coloring page for Chapter 6
- **History Copywork:** Copy the history sentences on the history sheet correctly and neatly. Practice reading the sentence.
- **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:** sketching a picture of 12 sons of Joseph's colorful coat
- **Extending the Lesson (Optional):** Discover more about the pyramids and other fascinating facts about Egypt at kidsancientegypt.com.

★ Literature:

- *The Real Story of the Creation*, by Paul L. Maier. Read aloud chapters 9 and 10. Discuss the comprehension questions on the study guide in the green folder.
- Use the sheet titled Day 7 and have your child leave the circle empty to show that God did not create on the seventh day.
- Go on a scavenger hunt and try to find all the things God made on the Scavenger Hunt sheet! Draw any other interesting things you see on the back of the sheet.

★ Grammar:

- Complete the "Make It Proper!" worksheet. (Parents, you may write in your child's answers.)
- **Sequencing:** Complete the attached four-part sequence picture story (Dog's Bath). You may color your picture.
- Thoughts of apples accompany the fall season. Johnny Appleseed (John Chapman) is well known for planting apples. He was a strong Christian and shared his faith with anyone and everyone. He was born on September 26th.

- Memorize the following poem by **October 1st**:

Johnny Appleseed

The Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain,
And the apple seed.
The Lord is good to me.

★ **Penmanship:**

- **Copywork:** *Draw Write Now* - Draw the background for the animal and copy the last two sentences from page 13 into your *Draw Write Now* red folder.
- Complete the alphabet trace sheets for letters J, K, and L.

★ **Phonics:**

- Complete Lessons 18, 19, 21, and Assessment 3 (Lesson 20).
- Complete the "Initial, Media, and Final Consonants" worksheets
- Read Decodable Reader 4 (Frog and the Figs). Color the pictures (optional).

★ **Spelling and Dictation:**

- **Spelling Words:** See attached List #5 for spelling words.
 - **Challenge Words:** Genesis, famine
- 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:** When Edgar Degas began painting, his first subjects were members of his own family.
 - With your parents, look up Degas's paintings, *The Bellelli Family*, *Marguerite Degas*, and *Rene De Gas* at <https://www.edgar-degas.org/>.
 - In your sketchbook, draw a member of your family or a family portrait. Then, paint or color your picture. Use your own artist's eye to create your

portrait!

- **Music Appreciation:** Piotr Tchaikovsky - Listen to his music while you create your portrait. Does the sound of the music make you feel a certain way? Does it impact the mood of your portrait?

★ **Geography:**

- *Maps, Charts, and Graphs* – Complete Lesson 4

★ **Critical Thinking:**

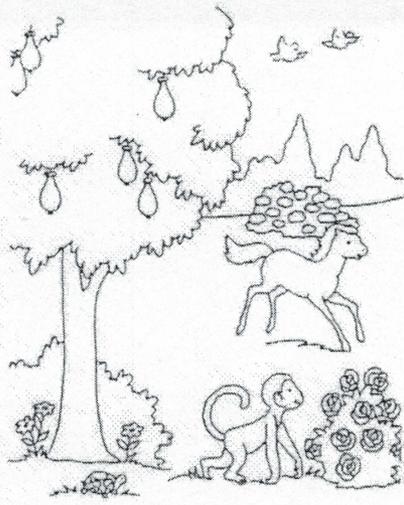
- Primary Analogies: Complete pp. 7-9
- Complete “Comparing and Contrasting” worksheets
 - Parents, for p. 33, please read the sentences and answer options to your child. Discuss the options with your child and circle his/her answer.

★ **Read Aloud:**

- **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.

Parent's Signature



The Real Story of
THE CREATION

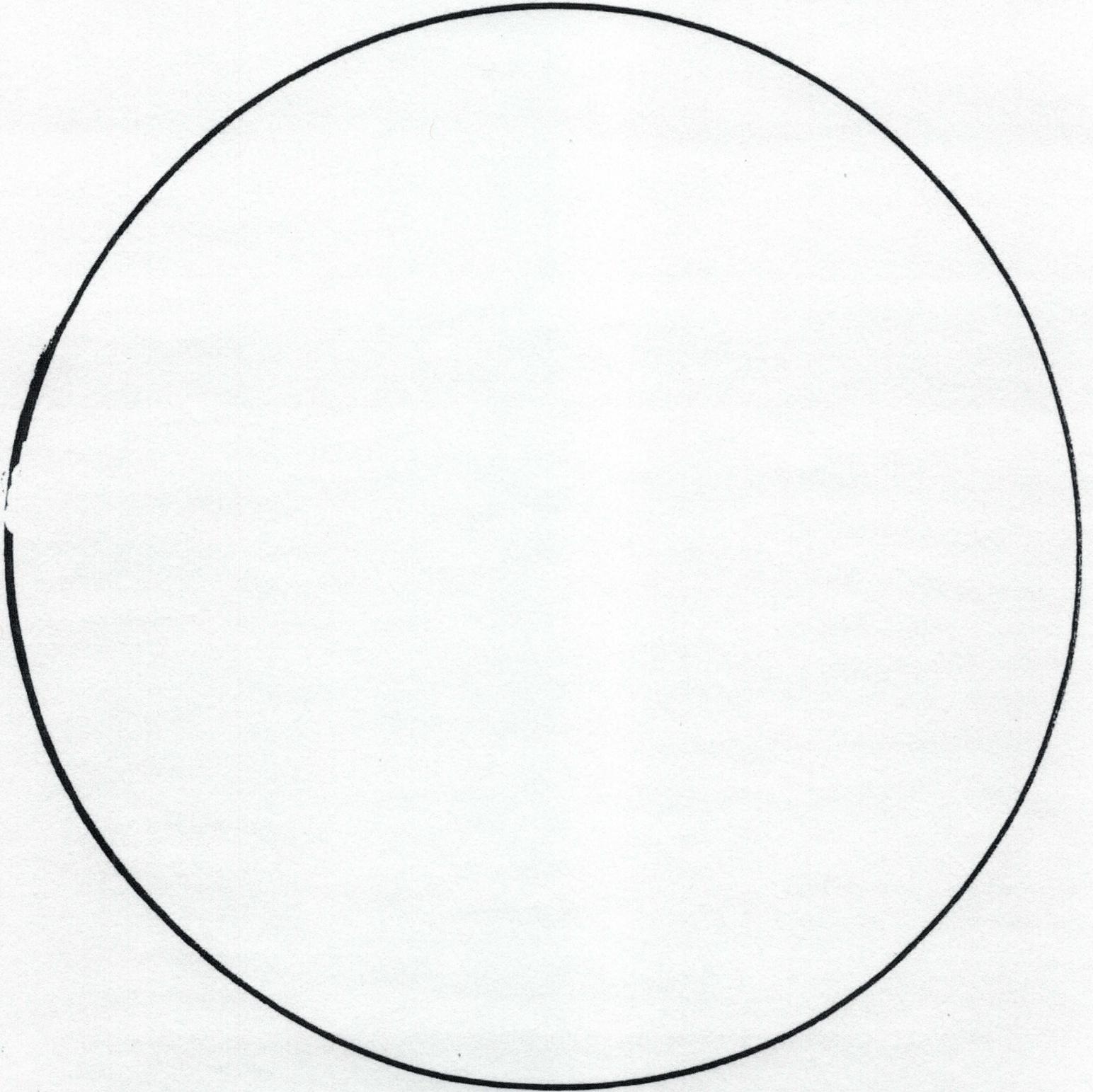
By Paul L. Maier

Chapter Nine & Chapter Ten

Discuss the following:

1. What does Genesis 2:1-2 tell us?
2. Was God exhausted? Did He **have** to rest?
3. What was the name of the paradise God gave to Adam and Eve?
4. What was in the center of the garden?
5. What did God warn Adam **not** to do? Why?
6. What does Genesis 3:6 tell us?
7. What did the serpent tell Eve?
8. What did Adam and Eve do? Did this please God? Why or why not?

Day 7



Name(s): _____ Date: _____

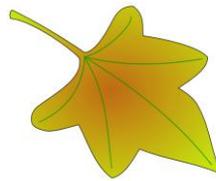


Nature Walk Checklist

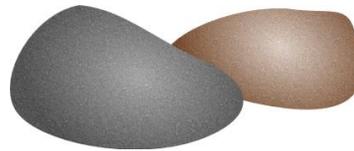
Try to find the items listed below. Mark off the ones that you see.



A leaf



A rock



A bird



An acorn



An insect



Name: _____

Make It Proper!

On the left is a list of **common nouns**. On the right, you need to write a **proper noun** that goes along with the common noun on the left.

Common Nouns Proper Nouns

1. boy

1. _____

2. state

2. _____

3. restaurant

3. _____

4. month

4. _____

5. planet

5. _____

6. athlete

6. _____

7. movie

7. _____

8. holiday

8. _____

9. _____

9. _____

Name _____

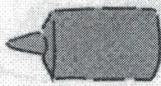
1

Picture Stories

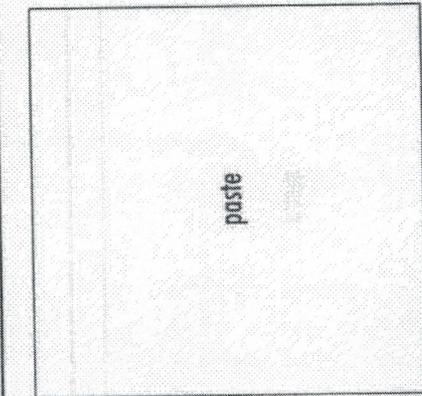
Dog's Bath



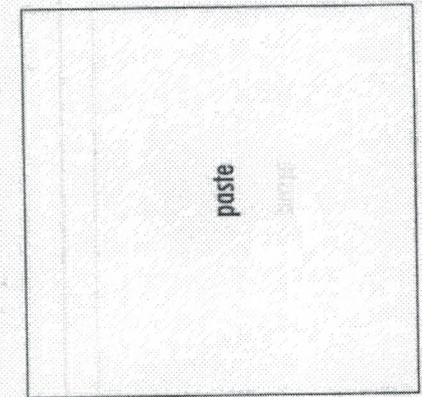
cut



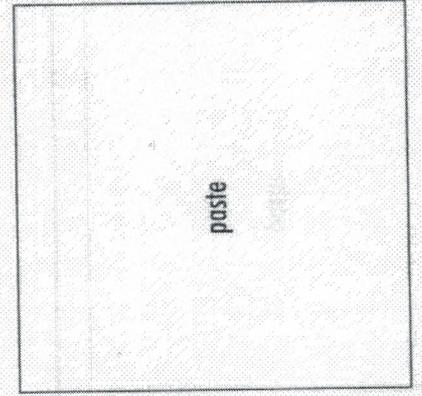
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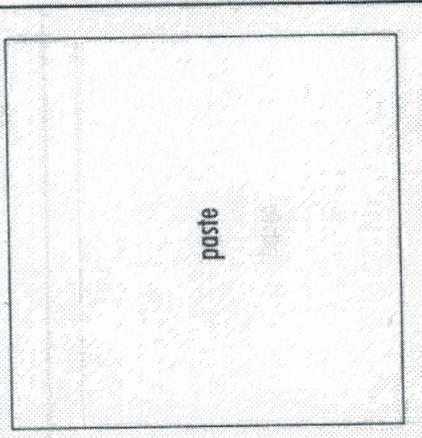
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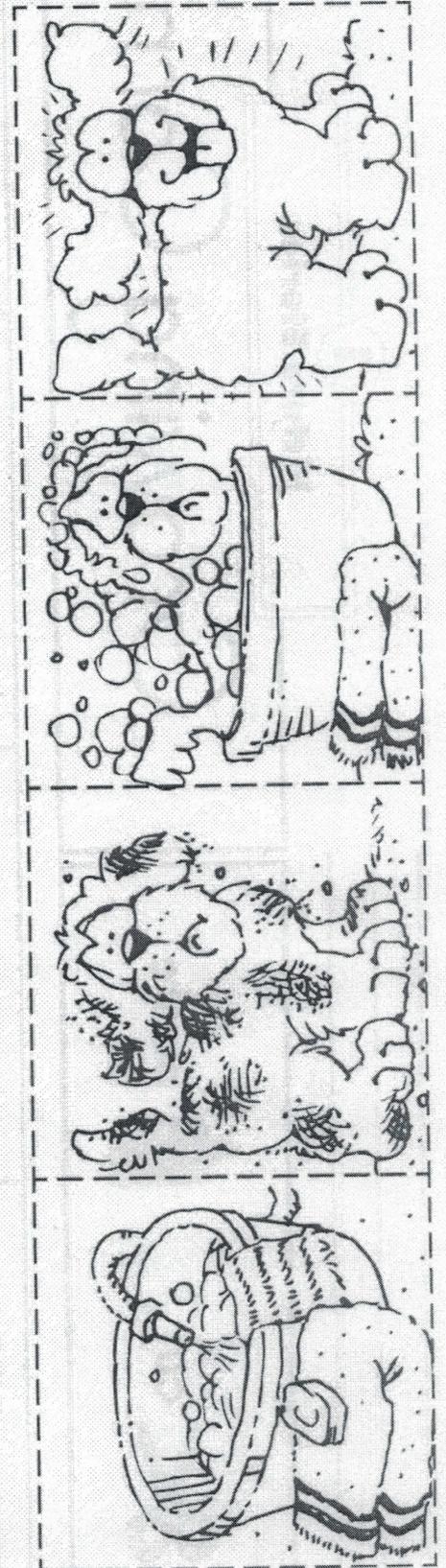
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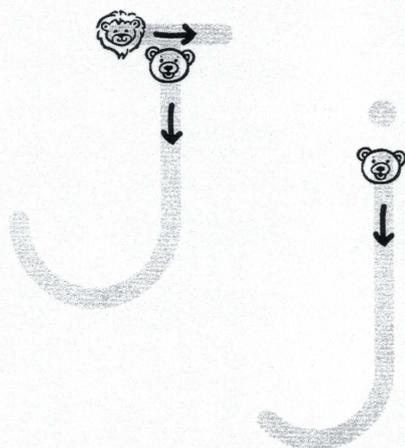
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paste



Name _____

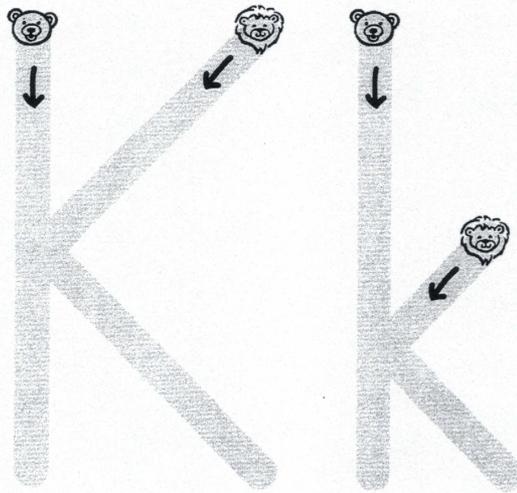


Handwriting practice lines consisting of four sets of three horizontal lines (top, dashed middle, bottom). Each set contains a faint letter for tracing: uppercase J, lowercase j, uppercase J, and lowercase j.

J Pull straight down, curve up left, stop; go to Leo, go right, stop.

j Pull straight down, curve up left, stop; dot.

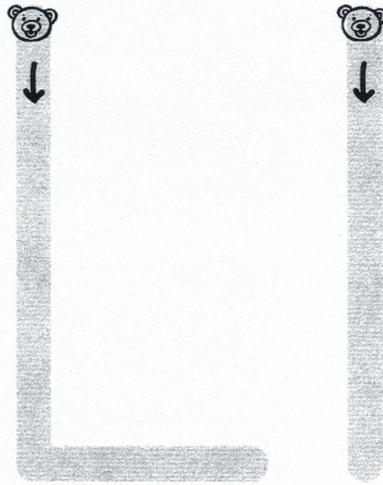
Name _____



Handwriting practice lines consisting of six rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The first letter of each row is a faint, light gray 'K' or 'k' for tracing.

K Pull straight down, stop; go to Leo, slant down left, touch; slant down right, stop.
k Pull straight down, stop; go to Leo, slant down left, touch; slant down right, stop.

Name _____



Handwriting practice lines consisting of five sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.

L Pull straight down, stop; go right, stop.

l Pull straight down, stop.

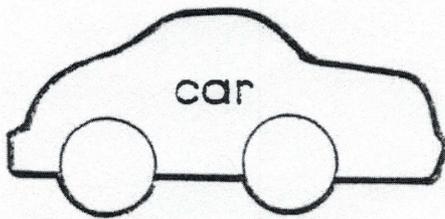
Initial, Medial, and Final Consonants

Directions: Read each sentence below. Use the mixed-up letters in the box to the right to make a word completing the sentence. Write the word on the line.

1. Julie went on the school _____ .	sub
2. The sun was _____ .	toh
3. She used a _____ to cool herself.	anf
4. Julie had a _____ of soda.	nac
5. She liked to _____ the ball.	hti
6. Julie also loved to _____ .	atb
7. Julie had a yellow _____ .	gdo
8. Sue has a black _____ .	tca

Initial, Medial, and Final Consonants

Directions: Start with the word written inside the car. Follow the directions on the right to change a letter to make a new word. Write the new word on the correct line. Write the last word inside the finish line.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

FINISH LINE

1. Change the c to b.

2. Change the r to g.

3. Change the b to t.

4. Change the g to p.

5. Change the a to o.

6. Change the t to c.

7. Change the o to a.

8. Change the p to t.

9. Change the a to u.

10. Change the u to o.

11. Change the c to p.

12. Change the p to h.

13. Change the t to p.

14. Change the h to t.

Week 5 Lessons 18, 19, 21

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 said 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 18 – The Letter G

Activity Sheet:

Look at your Bingo page. Printed on your paper are some letters. I'll say a sound made by one of these letters. Repeat that sound in your head, and think of the letter that makes that sound. Find that letter on your paper and circle or color it with your highlighter.

- | | |
|-------------------|----------------------|
| 1. /h/ - h | 6. /z/ - z, s |
| 2. /d/ - d | 7. /ī/ - ī |
| 3. /ā/ - ā | 8. /ǎ/ - ǎ |
| 4. /ō/ - ō | 9. /ǒ/ - ǒ |

Front:

Now, look at your worksheet. Write your name neatly on the space provided at the top of your page. Practice writing the letter Gg 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. initial sound in 'hay' - h | 6. letters that make the /z/ sound - z, s |
| 2. final sound in 'bad' - d | 7. vowel sound in 'pig' - ī |
| 3. vowel sound in 'pay' - ā | 8. vowel sound in 'back' - ǎ |
| 4. vowel sound in 'no' - ō | 9. vowel sound in 'dot' - ō |
| 5. vowel sound in 'tie' - ī | 10. final sound in 'puff' - f |

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

- | | |
|---------|----------|
| 11. had | 12. hand |
|---------|----------|

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

- | | |
|---------|---------|
| 13. g | 14. go |
| 15. got | 16. gas |

#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. fig | 22. go |
| 18. fog | 23. hogs |
| 19. flag | 24. glad |
| 20. glass | 25. stop |
| 21. dogs | 26. hill |

1st Grade Phonics – Parent Instructions

Back:

Copy the upper and lower case g's in your best handwriting. Write each letter four times or more.

Read the sentences next to #1 and #2. Draw a line from the sentence that matches the picture to the right. Put your finger next to #3. Read the blend, and then match it to the picture on the right. Do the same for #4-6. Read the high frequency words aloud.

Lesson 19 – The Letter R

Front:

Look at your worksheet. Write your name neatly at the top of the page. Practice writing the letter Rr 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. /g/ - g | 5. /z/ - z, s | 8. /t/ - t |
| 2. /n/ - n | 6. /ĩ/ - ĩ | 9. /õ/ - õ |
| 3. /ă/ - ă | 7. /l/ - l | 10. /p/ - p |
| 4. /d/ - d | | |

#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. so 12. glad 13. /r/ - **r**

#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. ran 15. rip 16. grip

#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 the upper and lower case r's in your best handwriting. Write each letter four times or more.

Read the sentences next to #1 and #2. Draw a line from the sentence that matches the picture to the right. Put your finger next to #3. Read the blend, and then match it to the picture on the right. Do the same for #4-6. Read the high frequency words aloud.

Lesson 21 – The Letter K

All words are made up of parts called syllables. Every word has at least one syllable and some have more. Listen as I say a word and clap the syllables. Tell me how many syllables you hear. *Clap as you say each syllable.* Nap...kin. How many syllables did you hear? **Two** Every syllable has a vowel sound. In the word I just clapped, the first syllable was 'nap.' and the second was 'kin.' Let's try another word. Listen and decide how many times to clap. Tea...cher. Let's say it and clap it together. **Tea...cher (clap**

1st Grade Phonics – Parent Instructions

twice, once per syllable) How many parts, or syllables, does the word teacher have? **Two** Okay, now let's try with a few more words.

Eraser (3)

insect (2)

holiday (3)

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. /r/ - **r**

6. /ă/ - **ă**

2. /ī/ - **ī**

7. /z/ - **z, s**

3. /f/ - **f**

8. /ā/ - **ā**

4. /g/ - **g**

9. /d/ - **d**

5. /ĩ/ - **ĩ**

10. /s/ - **s**

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

11. rag

12. rat

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

13. kite (**k**)

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

14. kid

15. kit

16. skit

#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:

Copy the upper and lower case k's in your best handwriting. Write each letter four times or more.

Read the sentences next to #1 and #2. Draw a line from the sentence that matches the picture to the right. Put your finger next to #3. Read the blend, and then match it to the picture on the right. Do the same for #4-6. Read the high frequency words aloud.

Week 5
Lesson 20

Lesson 20 – Assessment 3

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: “Let’s spell some words for our assessment. I’ll say a word. Write the letter or letters that make each sound in the word on the lines by #1. The first word is ‘so.’” Continue with #2 through #5.

- | | |
|--------|---------|
| 2. on | 4. did |
| 3. not | 5. last |

Section 2 #6-8: “Look at the letter by #6. Draw a line from the letter to its keyword picture.” *Repeat with #7-8.*

Section 3 #9-12: “Put your finger on #9, and code the word ‘as’.” *Repeat with #10-12.*

Section 4 #13-17: “Look at the blend by #13. Do you see a picture that begins with this blend? **Yes** Draw a line from the blend to its picture.” *Repeat with #14 through #17.*

Back:

Section 5 #18-21: Point to the word by #18. Have your student read the word aloud to you. Write down their response on the line by #18, or check off the word if identified correctly. Repeat with #19-21.

Section 6 #22-25: “I’ll say some words. Tell me the sound you hear in the initial position.” Write down their response on the line. If you student gives the letter name, ask again for the sound. Repeat with #23 through #25.

- | | |
|---------------------------|------------------------------|
| 22. dog, door, dime (/d/) | 24. if, it, in (/i/) |
| 23. set, sift, seek (/s/) | 25. stop, spell, scoot (/s/) |

Section 7 #26-27 Point to the letter by #26. “Tell me the name of this letter and the sound it makes.” Write the response on the line by #26, or check off the word if read correctly. Repeat with #27. Once you have completed the assessment go over any parts that they missed.

Name _____

6
z5
ī4
ō1
h7
ï8
ă10
f

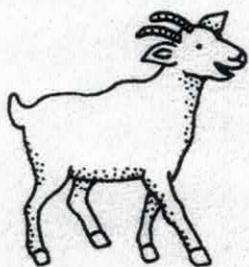
l

9
ö

s

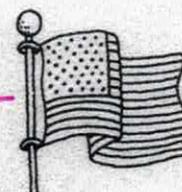
3
ā2
d

Name _____



Gg

Copy the letters 2 times correctly.

1. h2. d3. a4. o5. i6. z, s7. y8. a9. o10. f11. h a d12. h a n d13. g14. g o15. g o t16. g a s17. f i g18. f o g19. f l a g20. g l a s s21. d o g s22. g o23. h o g s24. g l a d25. s t o p26. h i l l

Copy each letter 4 times or more correctly.

G

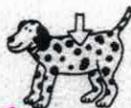
g

1. Dad has a fig.

2. Dad has a pig.



3. gl



4. sp



5. sn



6. fl



High Frequency Word Box

do

who

into

go

to

got

* Dear Parent/Guardian: *

Today your child learned the following for the consonant **g**: name, hard sound, written form, and keyword (goat). Your child also learned the sight words "do," "into," "to," and "who." Please have him/her practice writing g'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 (glue, spots, snail, flowers). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____



Copy the letters 2 times correctly.

Rr

1. _____ g _____

2. _____ n _____

3. _____ ä _____

4. _____ d _____

5. _____ z, s _____

6. _____ i _____

7. _____ l _____

8. _____ t _____

9. _____ ö _____

10. _____ p _____

11. s o

12. g l a d

13. _____ r _____

14. r a n

15. r i p

16. g r i p

17. rät

18. raft

19. gräss

20. rip

21. fröst

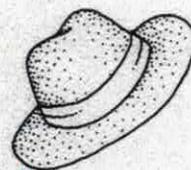
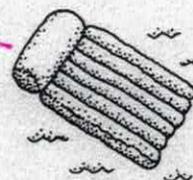
22. zig

23. zäg

24. stöp

25. snäp[s]

26. hät



Copy each letter 4 times correctly.

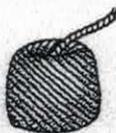
R

r

- Ron has a rag.
- Dad said to sit still.



3. gr



4. spr



5. str



6. fr



High Frequency Word Box

you

of

your

fast

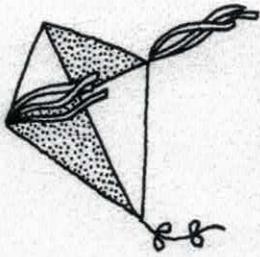
ran

said

* Dear Parent/Guardian: *

Today your child learned the following for the consonant **r**: name, sound, written form, and keyword (rabbit). Your child also learned the sight words "you" and "your" and the **schwa** pronunciation of a (/ū/). Please have him/her practice writing r'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 (grapes, sprinkler, string, frog). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____



Kk

Copy each letter 2 times correctly.

1. _____ r

2. _____ i

3. _____ f

4. _____ g

5. _____ i

6. _____ a

7. _____ z, s

8. _____ a

9. _____ d

10. _____ s

11. _____ rag

12. _____ rat

13. _____ k

14. _____ kid

15. _____ kit

16. _____ skit

17. kiss

18. kilt

19. skip

20. skid

21. skin

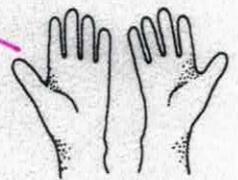
22. rid

23. no

24. hands

25. loft

26. stand



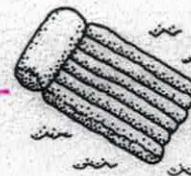
Copy each letter 4 times (or more) correctly.

K

k

1. Color the kilt.

2. Your raft is on the pond.



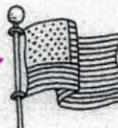
3. sk



4. tr



5. dr



6. fl



High Frequency Word Box

color

the

ask

of

stop

his

Dear Parent/Guardian:

Today your child learned the following for the consonant **k**: name, sound, written form, and keyword (kite). Your child also learned the sight word "color" and that word parts are called **syllables**. Please have him/her practice writing **k**'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 (skate, train, dress, flag). Finally, have him/her read the high-frequency words. Please return the paper to school.

Correct / 100

Name _____

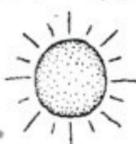
Section I (4 pts. each; 20 total pts.)

1. s o
2. o n
3. n o t
4. d i d
5. l a s t

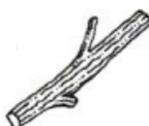
Section III (4 pts. each; 16 total pts.)

9. ă s
10. s ō
11. ī s
12. s ī t

Section II (4 pts. each; 12 total pts.)

6. s 
7. s 
8. d 

Section IV (4 pts. each; 20 total pts.)

13. pl 
14. st 
15. sp 
16. sl 
17. sn 

See Parent Instructions

Section V (3 pts. each; 12 total pts.)

18. **ās** _____19. **sō'** _____20. **īs** _____21. **sīt** _____

Section VII (4 pts. each; 8 total pts.)

26. **d** _____27. **S** _____

Section VI (3 pts. each; 12 total pts.)

22. _____ d _____

23. _____ S _____

24. _____ i _____

25. _____ S _____

First Spelling List #5

- 1) ask
- 2) big
- 3) can
- 4) cat
- 5) drop
- 6) lost
- 7) ants
- 8) snip
- 9) flag
- 10) stand
- 11) of
- 12) to

Challenge Words: Genesis, famine



Spelling Menu

For each night of homework, read the menu and pick a way to practice your spelling words. When you're done, color in the box!

<p>Rainbow Write</p> <p>First, write the words in pencil. Then, trace over in two different colors.</p>	<p>UPPER and lower</p> <p>Write all of the words in UPPER case. Then, write them all in lower case letters.</p>	<p>Silly Sentences</p> <p>Write silly sentences for each spelling word.</p>	<p>Hidden Words</p> <p>Draw a picture and hide your spelling words in it. Then, see if someone can find them all.</p>	<p>Tell Me a Story</p> <p>Write an interesting story using all of the spelling words.</p>
<p>Jump it Out</p> <p>Do some kind of exercise as you spell each word out loud!</p>	<p>ABC Order</p> <p>Write the words in alphabetical order. If words start with the same letter, look at the next letter.</p>	<p>Waterfall Words</p> <p>Example: s sp spe spel spell</p>	<p>Colorful Words</p> <p>Write each letter of every word in a different color. Example: c a t</p>	<p>Fancy Schmancy</p> <p>Write each word using fancy letters. Example: <i>fancy</i></p>
<p>Lefty or Righty?</p> <p>Write each spelling word using your other hand! See how neatly you can write them.</p>	<p>Vowel Vulture</p> <p>Write all of the words. Then, go back to pick out the vowels and circle them. Vowels: a, e, i, o, u</p>	<p>POP Quiz</p> <p>Ask someone to give you a spelling test. Rewrite the words you got wrong 3 times each.</p>	<p>Backwards Words</p> <p>Write all the words. Then, write them backwards! Example: school loohcs</p>	<p>Scrambled Up</p> <p>Write the words correctly. Then, write the words with the letters mixed up. Example: spell lespl</p>
<p>Lengthy Words</p> <p>Write the longest words first, then shorter and shorter. Example: teacher write read</p>	<p>Build It</p> <p>Build your spelling words with objects. You can use crayons, toys, straws, rocks, etc.</p>	<p>Red and Blue</p> <p>Write your words with red vowels and blue consonants.</p>	<p>Practice Makes Perfect</p> <p>Write each spelling word 3 times each in neat handwriting!</p>	<p>Consonant Count</p> <p>Consonants are all the letters that are not vowels. Write a word and count how many consonants. Then, write the number.</p>
<p>Rhyme Time</p> <p>Write each spelling word, then try to write a rhyming word. Example: bug rug</p>	<p>Words-in-Words</p> <p>Write your spelling word. Then, write at least two little words you can make from it. Example: word or, row</p>	<p>Cut it Out</p> <p>Find your spelling words in magazines or newspapers. Cut them out and glue onto paper.</p>	<p>Word Sort</p> <p>Sort and write your spelling words by vowel patterns, word families, or length.</p>	<p>Choo Choo</p> <p>Write your words in different colors with no spaces. Example: readwriteteachercat</p>



Spelling Test

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Bonus _____

1. _____

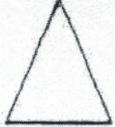
2. _____

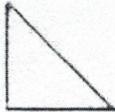
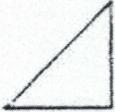
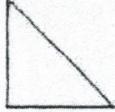
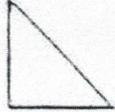


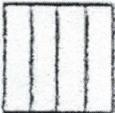
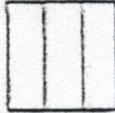
Unit 2 Comprehension

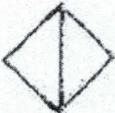
Comparing and Contrasting

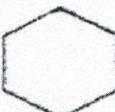
For each row, write the letter of the one that is different.

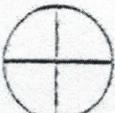
1.     _____

2.     _____

3.     _____

4.     _____

5.     _____

6.     _____

Comparing and Contrasting

Read each question. Put a line under the best answer.

1. How are teachers, farmers, and doctors alike?
They all work outdoors. They are all people.
They all go to school.
2. How are cabins, houses, and tents alike?
They can be moved. They all have fireplaces.
You can live in them.
3. How are palm trees, apple trees, and grass alike?
They are very tall. They stay green all winter.
They are plants.
4. How are kittens, calves, and puppies alike?
They are young animals. They are house pets.
They are the same size.
5. How are trucks, tractors, and cars alike?
They all stay outdoors. They all have wheels.
They are used only on farms.
6. How are chalk, pencils, and pens alike?
They are used for writing. They are all sharp.
They all have erasers on them.
7. How are scissors, needles, and thread alike?
They all cut. They are used for sewing.
They are all used for cooking.

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.

