

1B IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- ★ As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- ★ To support you and your child this summer, we have compiled this document for students who are reading at the 1B level in IRLA in order to support them with targeted practice in the skills required at this level.
- ★ This document may include skills cards, activities, games, and more to support your child at their level.

Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
 2. Have your child log their steps on the attached summer reading log.
 3. Summer logs will be reviewed in the fall.
 4. Use the provided resources at least 5x per week.
-
- ★ In addition to the reading logs, *attached you may find word lists to study and practice with your child over the summer.* Learning these words now will aid your child with advancing through reading levels over the following school year.
 - ★ Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff

Level 1B Skill Cards



1B: Skills Card

Reader: _____ Room: _____

Active Reading Habits

- | |
|--|
| 1. Cover parts of one-syllable words to find chunks you know. |
| 2. Think of a word that looks the same and rhymes (If a-m is "am", then h-a-m is "ham.") |
| 3. Use final "e" rule to figure out new words (us/use). |
| 4. Use long vowel teams to figure out new words (eat, air, pie, toe, glue). |
| 5. Use "r" chunks to figure out new words (ar, er, ir, or, ur). |
| 6. Use blends at the end of words (desk/wish). |
| 7. Stop and try again when something doesn't look right, sound right, or make sense. |
| 8. When I get stuck, I say "blank," read on, and come back to fill in the tricky word. |
| 9. Retell the important events in a story in the correct order. |
| 10. Tell what the book was about: main topic and key details. |
| 11. Read by myself for 15 minutes without getting tired using a whisper voice. |
| 12. Read at home for at least 30 minutes every night. |

Use words I know to figure out new words.

my	by	fly
this	miss	kiss
like	bike	Mike
will	fill	still
out	shout	about

Use final "e" rule.

hop	hope
plan	plane
cut	cute
pet	Pete
Tim	time

Use "r" chunks.

-ar	-er	-ir	-or	-ur
car	her	girl	for	purple



1B Power Chunks

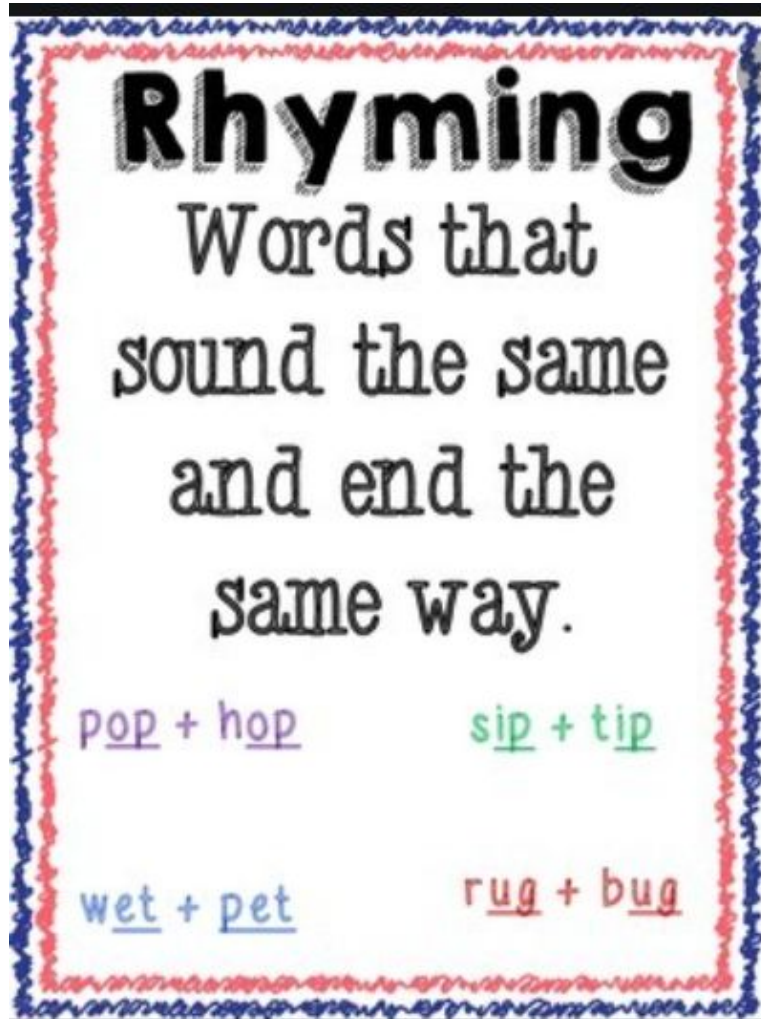
	1B Easy		1B Hard		2B
Short vowels	am	ham	clam	cramp	camper
	an	fan	Stan	plank	planet
	at	rat	flat	chats	patted
	get	pet	Bret	frets	petal
	ten	den	glen	blend	center
	will	fill	chill	spills	silly
	in	fin	grin	print	inches
	it	pit	spit	twitch	kitchen
	not	dot	plot	spots	bottle
	but	cut	shut	crutch	butter
Long vowel/final "e"	jump	bump	clump	pumps	trumpet
	came	name	blame	framed	named
	make	wake	shake	brakes	faking
	like	bike	spike	hikes	biking
	time	dime	grime	crimes	chimed
	write	bite	spite	kites	invite
	those	nose	chose	closed	suppose
Long vowel teams	over	wove	stove	cloves	clover
	rain	pail	train	chains	draining
	day	way	clay	trays	crayon
	eat	sea	flea	bleach	beagle
	see	fee	tree	queen	degree
	boat	road	croak	groans	coaster
Tricky vowels	blue	Sue	true	glued	argue
	too	zoo	shoot	hoops	moody
	look	book	stood	hooks	hooded
	know	row	grow	known	willow
	down	wow	plow	crowd	powder

Use these 10 sight words to help you chunk and read the following words:

10 First Word Families

all	am	an	and	at	eat	in	it	out
ball	ham	Dan	band	bat	eats	fin	bit	pout
call	jam	fan	bands	bats	beat	fins	bits	pouts
fall	Pam	fans	hand	fat	beats	kin	fit	scout
hall	ram	man	hands	hat	heat	sin	fits	scouts
mall	Sam	pan	land	hats	heats	tin	sit	snout
tall	clam	pans	lands	mat	meat	win	hit	snouts
wall	slam	tan	sand	pat	neat	wins	hits	spout
small	swam	fans	sands	rat	seat	chin	kit	spouts
balls	lamp	van	brand	rats	seats	gin	knit	trout
calls	camp	vans	brands	sat	cheat	grin	pit	shout
falls	clamp	plan	stand	brat	cheats	grins	wit	shouts
halls	ramp	plans	stands	brats	pleat	shin	skit	up
malls	champ	than	grand	chat	pleats	skin	quit	cup
walls	cramp	Stan		flat	treat	spin	slit	cups
	stamp				treats	thin	spit	pup
	tramp				wheat	twin	twit	pups

Rhyming Game: Rhyme Challenge: Whether you are in the car, walking home from school, or sitting outside you can play the Rhyme Challenge is an easy game to play! For the Rhyme Challenge, one person chooses a word and says, "***I challenge you to think of as many rhymes as you can for "cat"***" (or any word). And the next player says as many words as he can that rhyme with that word. Both players keep count. The player with the most rhymes wins!



Key Words

❖ Practice reading these words and creating new words that rhyme with these keywords!

1B Key Words												
												
chip	slide	light	rock	smoke	store	duck	bug	skunk	car	gold	ear	snow

Silent e Practice:

Directions: Choose a favorite book.
Hunt through the book for Magic "e" Name: _____
words. Write them below.

Magical

Hunt












1. cake	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

Directions: Read the word. Then write the word with magic "e"! Read the word again to see how it changed!

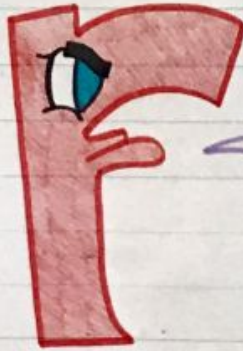
Name: _____

Word **Magic**

Word	 Magic "e" Word
bit	
can	
cap	
hid	
hop	
cub	
mad	
fin	

R Controlled Vowels: Also, know as the Bossy R:

Beware
of
Bossy























I boss the
vowels and control
the sound, BUT I am
polite... SO I let
them go first!

R-CONTROLLED vowels

ar	er	ir	or	ur
car	her	bird	more	curl
hard	cover	firm	cord	fur
far	water	first	corn	hurt
star	anger	dirt	wore	nurse
art	after	girl	form	turtle
farm	letter	shirt	floor	Purple
scarf	nerve	third	store	turkey
are	verb	stir	for	blur

I
♥
r
e
a
d
i
n
g

-r Controlled Vowels

-ar	 barn	 jar	 star	 yarn
-er	 butterfly	 feather	 hammer	 spider
-ir	 bird	 circle	 girl	 shirt
-or	 acorn	 fork	 horse	 torn
-ur	 church	 purple	 surf	 turkey

Bossy r



I *boss* the vowel and
control the sound

ar says / **ā**r /

er, ir, ur say / **ē**r /

or says / **ō**r /

BUT

I am polite

I let the vowel be first

ar, er, ir, ur, or

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R Controlled Vowel Activities:

❖ Check out this game for r controlled vowels:

➤ [R controlled vowel game](#)

❖ Workout with Bossy R:

➤ If the word has a bossy r, exercise, if the word doesn't have a bossy r, freeze.

➤ [Workout with Bossy R video](#)

➤ [Bossy R Sing-A-Long](#)

Chorus

Bossy R, Bossy R, Bossy, Bossy, Bossy R
Bossy R, Bossy R, Bossy, Bossy, R

(Have you heard of the king?)

He rules the vowels in a very bossy way.

(His name is King R)

And all his subjects must obey him every day.

(and that's not all)

He tells them every sound he wants them to say.

He even tags along with them each time

they want to play. They call him

Chorus

(That bossy king!)

When he's with E or I or U they must say "er."

(If you know what I mean)

And when they bow to him they say

"Your Highness, Sir".

(And if they don't)

If they forget their sound they cause quite a stir—

For dogs would stop their barking

and the kittens wouldn't purr because of

Chorus

(That bossy king!)

The A must always say the kingly name of "R."

(To please the king)

Whenever they are riding in the royal car.

(Just for the king)

For kings believe they should be treated like stars.

And like to hear their name rehearsed

No matter where they are, especially Chorus

(That bossy king!)

The O must open up its mouth and sing out "OR."

(The tones he'll sing)

And if the king is please he'll have to sing some more.

(So he can dream)

And if he falls asleep and then starts to snore.

The O will stop his song and then he'll hurry out the door,

Away from

Important Events in a Story

- ◆ Use these charts to help you retell the important parts/events while reading!

Retell

I can talk about the important parts:

	setting	where the story takes place
	characters	who is in the story
	problem	the issue the characters face
	happenings	the events: beginning, middle, and end
	solution	how the problem is solved

Retell

RL.1.2

includes the **important events** in the story

B Beginning

Characters & Setting

Main events



First → Next → Last

M Middle

Main events

Problem

First → Next → Last



E End

Main events

Solution

First → Next → Last



My Retelling Hand

I can **remember** the different parts of the story I read.



Setting

When, and where does the story take place?



Problem

What went wrong in the story?

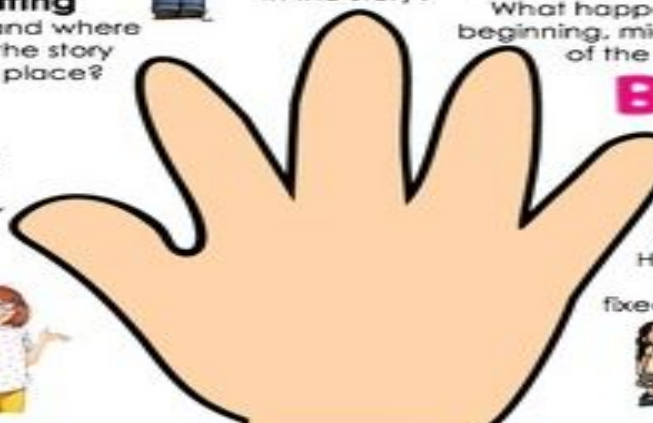
Events in the Story

What happened in the beginning, middle and end of the story?

Bme

Characters

Who are the people, animals, or creatures in the story?



Solution

How was the problem fixed or resolved?



Main Topic and Key Details

- ❖ While you're reading non-fiction texts, identify the **main idea** and **key details** of the story. After identifying the main topic and key details you can **create a Thinking Map** to show your thinking.

Name: _____

Read a nonfiction book and fill out the topic and details.

Main Topic

What is your book title?

What is the main topic of your book?

Key Detail #1

Key Detail #2

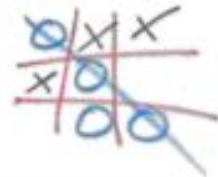
Key Detail #3





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```
graph TD; A[What is your book title?] --> B[What is the main topic of your book?]; B --> C1[Key Detail #1]; B --> C2[Key Detail #2]; B --> C3[Key Detail #3];
```

Reading Response Tic Tac Toe


Do one of the activities below in your reading binder and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!



<p>Why did you choose this book to read?</p> 	<p>Write a three sentence summary of what you read today. Write the details in order.</p> 	<p>If you could ask your main character one question, what would it be?</p> 
<p>What character in your story would you like to invite over to your house? Explain why.</p> 	<p>If you were the author, what's one thing you would change about the book and why?</p> 	<p>If you wrote a sequel to this book, what title would you give it and why?</p> 
<p>Describe the setting in your book including time and place.</p> 	<p>You are going to give one character in your book an award for one of their character traits. What would the award be and why?</p> 	<p>What lesson do you think the author wants you to learn from reading this story?</p> 

1B Skill Builders- Phonics:

Name: _____

Phonics
Silent-e Recognition 

Circle the word that matches each picture. Then, trace the word you circled.









1  <u>cap</u> cape	2  pine pin
3  kit kite	4  hug huge
5  tape tap	6  cane can
7  mat mate	8  plan plane

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★ Use each circled word in a sentence.

Name: _____

Circle the word that matches each picture. Then, trace the word you circled.

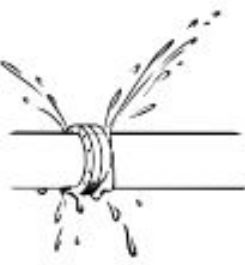







1  twine <u>twine</u>	2  past paste
3  plum plume	4  pin pine
5  hat hate	6  fine fin
7  cap cape	8  ripe rip

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★ Use each circled word in a sentence.

Name: _____

Circle the word that matches each picture. Pay attention to the silent-e.

1  pipe pip pale	2  rob ride robe
3  not nap note	4  rate rat rim
5  slid spine slide	6  plane plan pride
7  spin spine slope	8  ripe rip rag






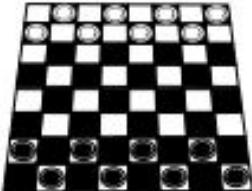


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★ Ask an adult to read each circled word to you and practice spelling them on a separate piece of paper.

Name: _____



Circle the word that matches each picture. Pay attention to the silent-e.

1 	blade bride broke	2 	flute flame frame
3 	globe grape glide	4 	plane prime plate
5 	fine five fate	6 	game give gave
7 	cone code cane	8 	robe rake rate

★ Ask an adult to read each circled word to you and practice spelling them on a separate piece of paper.

Name: _____



Read each word aloud. Then, write the words in the box with the same vowel sound.









lip hole fog line
vote hike fig not
twin shine stone frog

<p>1</p> <p>ī</p> <p>pig</p> <hr/> <hr/> <hr/> <hr/>	<p>2</p> <p>ī</p> <p>vine</p> <hr/> <hr/> <hr/> <hr/>
<p>3</p> <p>ō</p> <p>hop</p> <hr/> <hr/> <hr/> <hr/>	<p>4</p> <p>ō</p> <p>rope</p> <hr/> <hr/> <hr/> <hr/>

★ Think of another word for each vowel sound. Write the words in each box.

Name: _____

Circle the word that matches each picture.


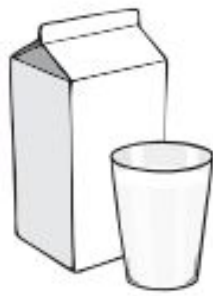






1  <u>flag</u> flip grab	2  step stop drop
3  crab trip crib	4  trip flap trap
5  skin twin swim	6  lump lamp damp
7  nest rest vent	8  rust raft gift

★ Read the words you circled to a partner. Then, use each one in a sentence.

Name: _____



Circle the word that matches each picture.

1  bent felt belt	2  milk melt silk
3  brush brick rush	4  stuck stick trick
5  chest crust chin	6  brush stuck brick
7  clock chunk block	8  brunch bench lunch

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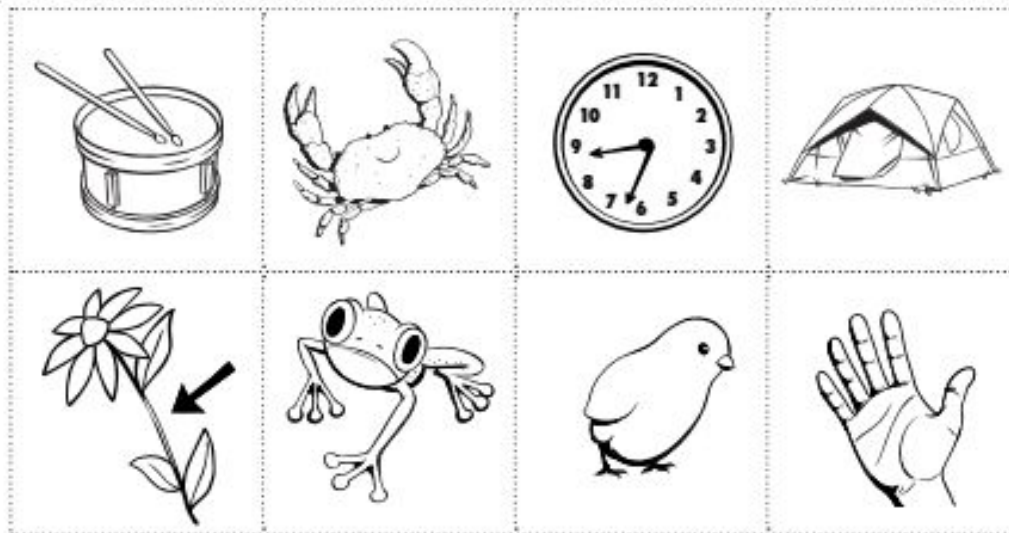
★ Read the words you circled to a partner. Then, use each one in a sentence.

Name: _____

Read each word. Then, cut out each picture and glue it into the box with the matching word.

crab	chick	hand	clock
tent	frog	drum	stem






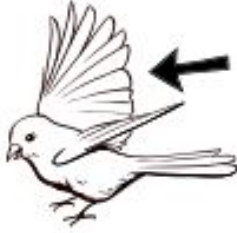


★ Trace each word with your finger.



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Name: _____

Circle the word that matches each picture. Then, trace the word you circled.

1  chip ship	2  chin shin
3  shed them	4  bath back
5  dish duck	6  wing wish
7  shell shop	8  fits fish





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★ Ask an adult to read the words you circled and practice writing them on a separate piece of paper.

Name: _____



Circle the word that matches each picture. Then, trace the word you circled.

1  trap twig	2  trip twin
3  bent belt	4  hand hump
5  fist figs	6  clock crack
7  frog flag	8  stop step

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★ Ask an adult to read the words you circled and practice writing them on a separate piece of paper.

Name: _____



Read each contraction. Then, circle the two words that make up the contraction.

1	he's	he is she	2	it's	that it is
3	who's	is who what	4	they're	are they he
5	I'm	am it I	6	we're	who we are
7	she'll	she is will	8	haven't	not have is
9	you're	you where are	10	what's	would what is
11	I'll	will I would	12	how's	how could is
13	he'd	she he would	14	we'll	would we will
15	couldn't	not should could	16	isn't	I is not

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★ Write the two words that make up the contraction *shouldn't*.

Name: _____

Circle the contraction that matches the words. Then, trace the circled contraction.

1 it is it's I'm	2 when is who's when's
3 they will they're they'll	4 he would he'd he's
5 have not haven't won't	6 could not can't couldn't
7 you are you're you'd	8 that is that'll that's
9 we would we'll we'd	10 how is how's how'd
11 is not isn't it's	12 she will she'll she'd

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★ Write the contraction that matches the words *they are*.

Name: _____



Cut out the words at the bottom of the page. Then, glue the words next to the contraction they match.

1	you're	you	are
2	he's		
3	we'll		
4	they'd		
5	I'm		
6	haven't		

★ Trace each contraction with your finger and use it in a sentence.



will	is	I
you	not	would
have	are	he
they	am	we

Name: _____



Read each word and underline the word family. Then, write each word in the box with the same word family.

swing

crank

bang

sting

sing

fang

rang

thank

blank

ring

drank

sang

swing

crank




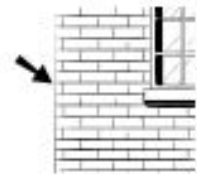




bang

LEVEL 1
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★ Think of another word for each word family. Write the words at the bottom of each box.

Name: _____

Look at each picture. Put the letters in the correct order to spell the word. Then, underline the word family.

<p>1  l b a l</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>ball</u></p>	<p>2  g l d o</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3  k t a n</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4  w l l a</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5  g n i w</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6  l l u b</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7  m p u j</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8  f a n g</p> <p>_____</p> <p>_____</p> <p>_____</p>

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★ Think of another word for each word family. Write the words on a separate piece of paper.

Name: _____

Underline the word family in these words. Then, find the words in the word search. Try to find another word in the puzzle with the same word family. Circle it, and then write it in the box.

1 word family
ind

find
mind
bind

a	g	u	b	l
f	e	m	i	o
o	(f	i	n	d)
k	i	n	d	e
s	p	d	i	n

2 word family
ang

bang
fang
gang

r	a	n	g	e
e	l	i	f	t
s	u	m	a	i
i	g	a	n	g
b	a	n	g	o

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★ Think of three words with the same word family as trunk.

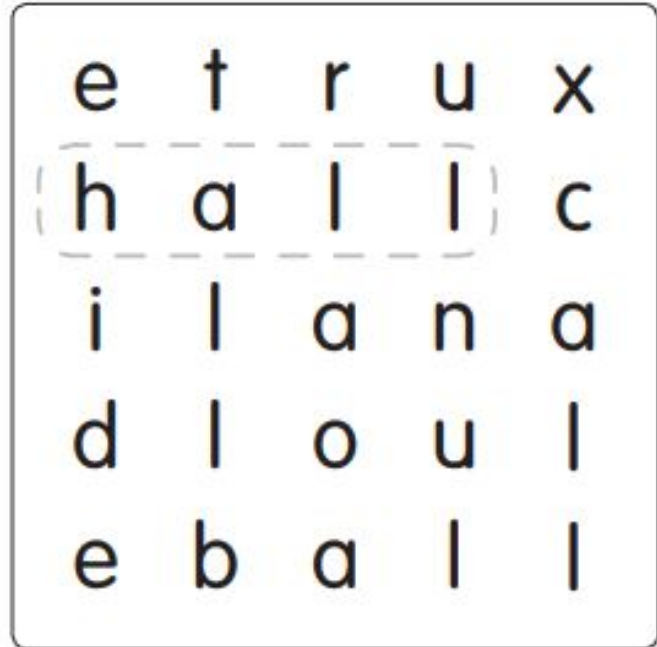
Name: _____



Underline the word family in these words. Then, find the words in the word search. Try to find another word in the puzzle with the same word family. Circle it, and then write it in the box.

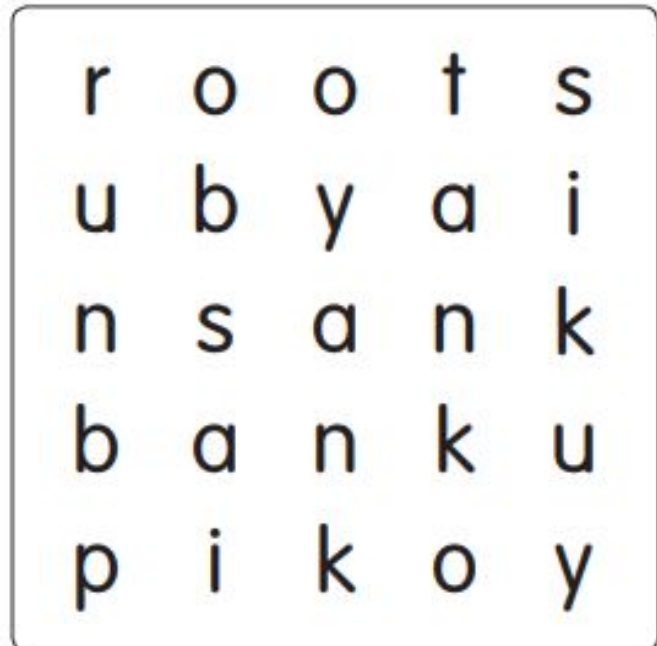
1 word family
all

hall
tall
call



2 word family
ank

sank
tank
yank



★ Think of three words with the same word family as *chick*.

Name: _____



Read each word aloud. Then, write the words in the box with the same vowel sound.

plus	brag	drum	glad
grade	cube	flake	mule
flute	grab	crust	plate

<p>1</p> <p>ă</p> <p>flag</p> <hr/> <hr/> <hr/> <hr/>	<p>2</p> <p>ā</p> <p>shake</p> <hr/> <hr/> <hr/> <hr/>
<p>3</p> <p>ŭ</p> <p>plug</p> <hr/> <hr/> <hr/> <hr/>	<p>4</p> <p>ū</p> <p>cute</p> <hr/> <hr/> <hr/> <hr/>









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★ Think of another word for each vowel sound. Write the words in each box.

Name: _____











Circle the vowel-r that completes each word. Then, write the letters in the blank.

1  b <u>ar</u> n er or	2  b _ _ d or ir ar
3  h _ _ p er ir ar	4  f _ _ k er or ur
5  h _ _ n or ir er	6  s _ _ f ur ar or
7  c _ _ n er or ar	8  c _ _ d ur ar or

★ Practice spelling these words on a separate piece of paper.

Name: _____

Circle the vowel-r that completes each word. Then, write the letters in the blank.






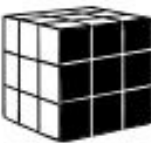


<p>1  er <u>ar</u> sh <u>ar</u> k ir</p>	<p>2  ir or sh _____ t ar</p>
<p>3  ar er st _____ k or</p>	<p>4  er ur th _____ n or</p>
<p>5  or ar sc _____ f ur</p>	<p>6  ar or st _____ er</p>
<p>7  or er st _____ m ar</p>	<p>8  ir ar t _____ ch or</p>

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★ Practice spelling these words on a separate piece of paper.

Name: _____

Fill in the letter or letters to complete each word. You may not need to fill in each blank.

<p>1  a e i p _ n _ e</p>	<p>2  a e i p _ n _</p>
<p>3  a e u c _ p _</p>	<p>4  a e u c _ p _</p>
<p>5  i e u c _ b _</p>	<p>6  i e u c _ b _</p>
<p>7  a o e t _ p _</p>	<p>8  a o e t _ p _</p>









Core5 Level 8

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★ Use these words to create two lists on a separate piece of paper: silent-e words and words without a silent e.

Name: _____

Fill in the letter or letters to complete each word. You may not need to fill in each blank.

1  e o i br _ d _ e	2  e o i cl _ p _
3  a e u pl _ g _	4  a e u fl _ t _
5  i u e sw _ m _	6  i u e sl _ d _
7  e a o fl _ k _	8  e a o cr _ b _

Core5 Level 8

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★ Use these words to create two lists on a separate piece of paper: silent-e words and words without a silent e.

Name: _____



Cut out the words at the bottom of the page and count the syllables in each word. Then, glue each word onto the correct number. Remember that a syllable always has one vowel sound.



★ Use each word in a sentence.



stick

inside

clock

hand

fabric

shake

atlas

upset

picnic

Name: _____

Match a word in Column 1 to a word in Column 2 to make a real word. Then, write the word on the line.

<u>1</u>	<u>2</u>	
lip	pack	lipstick
back	fish	_____
wind	stick	_____
gold	mill	_____
cob	web	_____

<u>1</u>	<u>2</u>	
pan	side	_____
in	name	_____
hand	cake	_____
sun	shake	_____
nick	shine	_____

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★ Read the two syllable words to a partner.

Name: _____



Circle the syllable that completes the word. Then, write the syllable in the blank.

1 She made that dress from soft fab <u>ric</u> .	rot ric
2 Stick the mag _____ on the pipe.	net nap
3 Wipe his hand with a nap _____.	kin kep
4 Do you think we will win the con _____?	test tack
5 Let's have a pic _____ on the grass.	nic net
6 A snake is a kind of rep _____.	take tile
7 I will dress up like a frog in that cos _____.	tume tape
8 Did I make a mis _____ on the test?	time take

Core5 Level 8






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★ Read these sentences to a partner.

Name: _____



Cut out the syllables at the bottom of the page. Put two syllables together to make a word that matches the picture. Then, write each word on the line.

1 	<input type="text"/>	_____
2 	<input type="text"/>	_____
3 	<input type="text"/>	_____
4 	<input type="text"/>	_____
5 	<input type="text"/>	_____

★ Use each word in a sentence.



pump	net	tad	pet	tus
pole	trum	kin	cac	mag

Name: _____

Cut out the syllables at the bottom of the page. Put two syllables together to make a word that matches the picture. Then, write each word on the line.

1



--	--

2



--	--

3



--	--

4



--	--

5



--	--

★ Use each word in a sentence.



pack

back

ket

cake

in

sect

pan

stick

bas

lip

1B Skill Builders: Comprehension

Name: _____

Read each sentence and circle the correct missing word. Write the word in the blank. Then, draw a picture to match the sentences.

The Pet Rat

1 A rat can be a <u>pet</u> .	pet sit	
2 This _____ has some brown on it.	hot rat	
3 The _____ is for the rat.	nut mad	

The Brown Cub

4 The brown cub will _____.	vet run	
5 He will run to his _____.	den rip	
6 In the den, he will _____.	fog nap	

The Big Bag

7 The bag is on his _____.	pop back	
8 He can fill the _____ to go on a trip.	bag kid	
9 He can _____ it with lots of stuff.	pack pig	

★ Read each sentence to a partner.

Name: _____

Read each sentence and circle the missing word. Then, rewrite the complete sentence with correct capital letters and punctuation.

1 jim and his cat sat on the <u>rug</u> <u>Jim and his cat sat on the rug.</u>	<u>rug</u> hug
2 my dad went on a long _____ _____	jog frog
3 the bug bit him on the _____ _____	dig leg
4 the big bag had a _____ _____	rip rid
5 my dog is hot from the _____ _____	bud sun
6 beth had a red and green _____ _____	cap sit
7 the frog hops to the _____ _____	rock sick
8 a blue pen was in the big _____ _____	bag bug

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★ Read each sentence to a partner.

Name: _____



Circle the correct word to complete each sentence. Then, write the circled word on the line.

Math Class

1 Max sat down at his <u>desk</u> in class.	duck desk
2 He got a _____ out of a small bag.	nap pen
3 At his desk, he will do his _____.	math bunch

Answer each question using a complete sentence. Be sure to use a capital letter at the beginning of the sentence and for names. Use a period (.) at the end.

4 Where did Max sit?	_____
5 What was in the bag?	_____
6 What will Max do at the desk?	_____

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★ On a separate piece of paper, draw a picture to illustrate one of the sentences you wrote.

Name: _____



Circle the correct word to complete each sentence. Then, write the circled word on the line.

Fun at the Pond

1 In the hot sun, the kids run fast to the <u>pond</u> .	pond sang
2 The kids dig in the _____ next to the pond.	sand lunch
3 Then, the kids have fun and _____ in the pond.	sled splash

Answer each question using a complete sentence. Be sure to use a capital letter at the beginning of the sentence and for names. Use a period (.) at the end.

4 Where do the kids run? _____
5 Where do the kids dig? _____
6 What do they do in the pond? _____

★ Read the questions and your answers to a partner.

Name: _____



Circle the correct word to complete each sentence. Then, write the circled word on the line.

Frogs

1 You can see frogs on <u>land</u> and in ponds.	land milk
2 They can _____ on rocks and grass.	bank jump
3 Frogs can lay eggs in a _____.	pond pink

Answer the questions using a complete sentence. Be sure to use a capital letter at the beginning of the sentence and for names. Use a period (.) at the end.

4 Where can you see frogs? _____
5 What can frogs do on rocks and grass? _____
6 Where can frogs lay eggs? _____

★ On a separate piece of paper, draw a picture to illustrate one of the sentences you wrote.

1B Skill Builders: Vocabulary

Name: _____

Vocabulary
Multiple Meaning Words 1

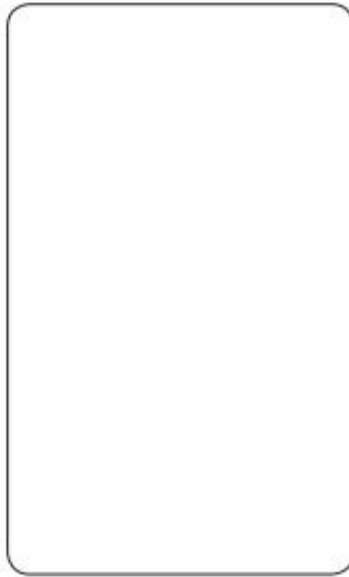


Read each word. Then, cut out the pictures at the bottom of the page. Find the two pictures that show the meanings of each word. Glue the pictures into the correct box.

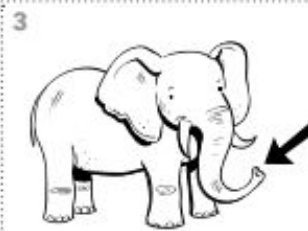
fan

leg

trunk



★ Choose one word and write a sentence for each meaning on a separate piece of paper.



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Name: _____



Read each sentence and circle the correct missing word. Write the word in the blank. Then, draw a picture to match the sentences.

Bug on a Can

1 A <u>bug</u> can be green.	wag bug	
2 This bug has _____ legs.	wax six	
3 It can fit on the _____ of a can.	lid rip	

A Cat Nap

4 Dad had a yellow _____.	jog cat	
5 The yellow cat got on his _____.	lap hot	
6 His cat will _____ on his lap.	sit mad	

On the Bus

7 The big _____ was on the hill.	mud bus	
8 Jim got on the _____ bus.	mop big	
9 Jim went to the top of the _____.	hill rug	

★ Read each sentence to a partner.

Name: _____

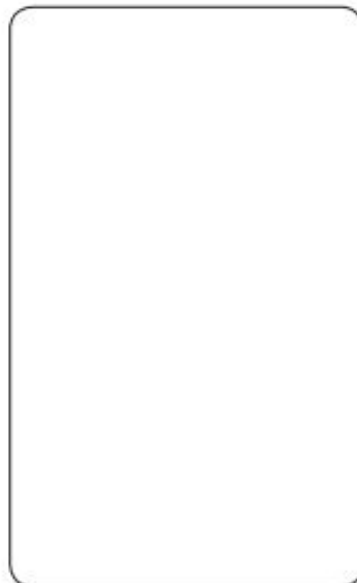
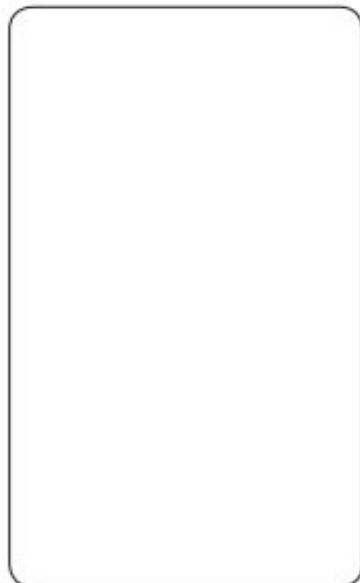


Read each word. Then, cut out the pictures at the bottom of the page. Find the two pictures that show the meanings of each word. Glue the pictures into the correct box.

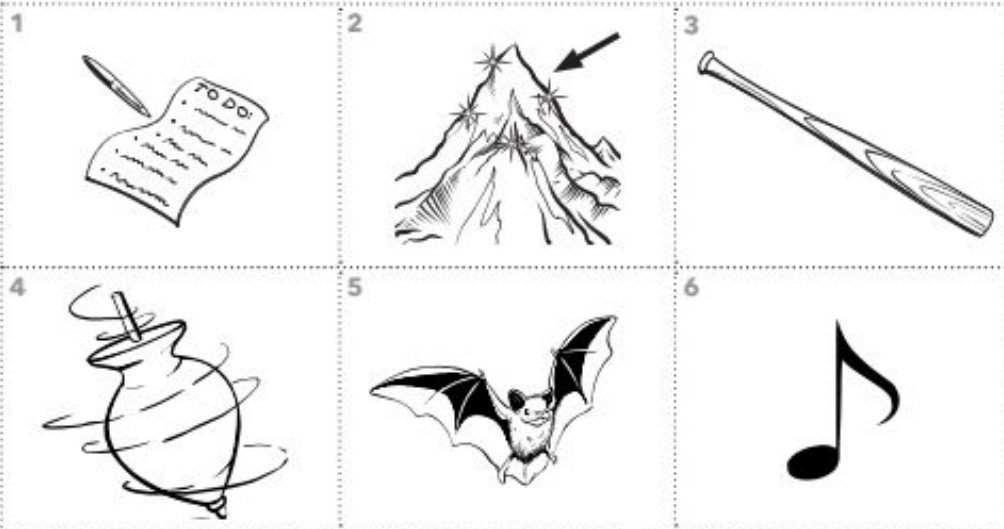
top

note

bat





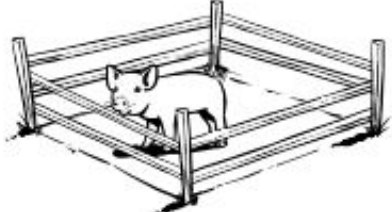

★ Choose one word and write a sentence for each meaning on a separate piece of paper.



Name: _____



Read each word and look at the picture. Then, draw another picture to show a different meaning of the word.

1 cap 	2 cap
3 rock 	4 rock
5 pen 	6 pen
7 wave 	8 wave

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★ Think of two meanings for *stick*. Draw a picture for each meaning on a separate piece of paper.

Name: _____



Read the description for each part of speech. Then, cut out the pictures at the bottom of the page and glue them in the correct box.

noun: a thing

verb: an action



★ Choose one word and write a sentence for each part of speech on a separate piece of paper.



1



rock

2



stamp

3



wave

4



wave

5



rock

6



stamp

Name: _____

Circle the one word that fits into both sentences. Then, write the word on the line.

1 The <u>ship</u> is at the dock. We must <u>ship</u> the box to him.	ship boat send
2 The _____ hid in the cave. He hit the ball with the _____.	skunk club bat
3 The rake is in the _____. The snake _____ his skin.	mud shed lost
4 The cat sat on his _____. We will run a _____ on the track.	bed lap mile
5 The cub was _____ in the cave. She kept the ring in the _____.	hot box safe
6 The ink is in the _____ of the pen. Do not _____ the glass of milk.	tip top spill

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★ A noun is a thing. Reread the sentences and put a star next to the words you wrote that are nouns.