

*Here are ways to help your child practice skills while having fun!*

**Day 1**

Write a note together to family members, using as many *ou* words as possible. Some words you might use are: *hour, sound, ourselves, outdoors, found, outside, about, around, amount, count.*

**Day 2**

Read these two-syllable words with your child: *river, bacon, cabin, camel, lemon, pilot, wagon tiger, decoy.* Together, read them again and clap out the syllables.

**Day 3**

Encourage your child to write sentences that include the following new words: *door, loved, should, wood.*

**Day 4**

Dictate the following spelling words and have your child write them: *mouth, house, found, our, out, cloud, ouch, shout, round, count.* Then have your child underline the *ou* in each word.

**Day 5**

This week your child is learning about the order in which events occur in a story. As you read together this week, have your child tell what happened first, next, and last in the story.

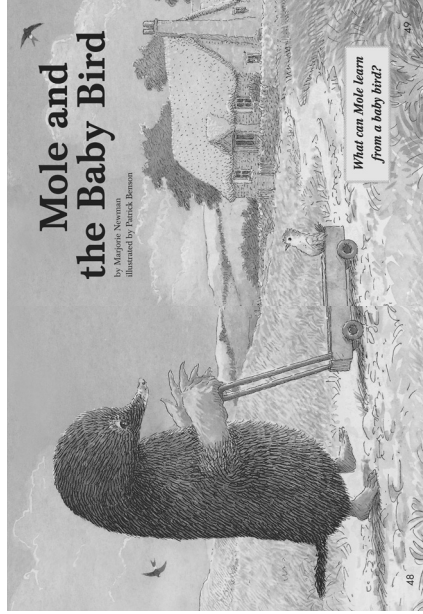
**Name**

# Family Times

*You are your child's first and best teacher!*

**This week we're**

**Reading** Mole and the Baby Bird



**Talking About** How new ideas can help us see things differently

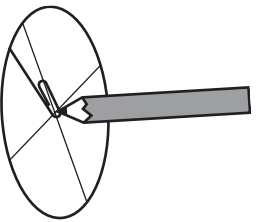
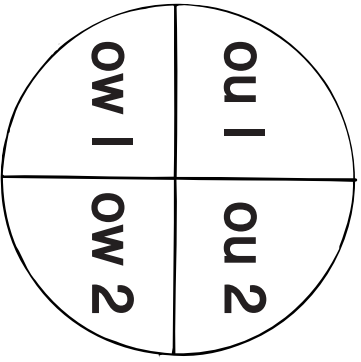
**Learning About** Diphthong *ou/ou/*  
Syllables VCV  
Sequence of Events

# Spin and Spell

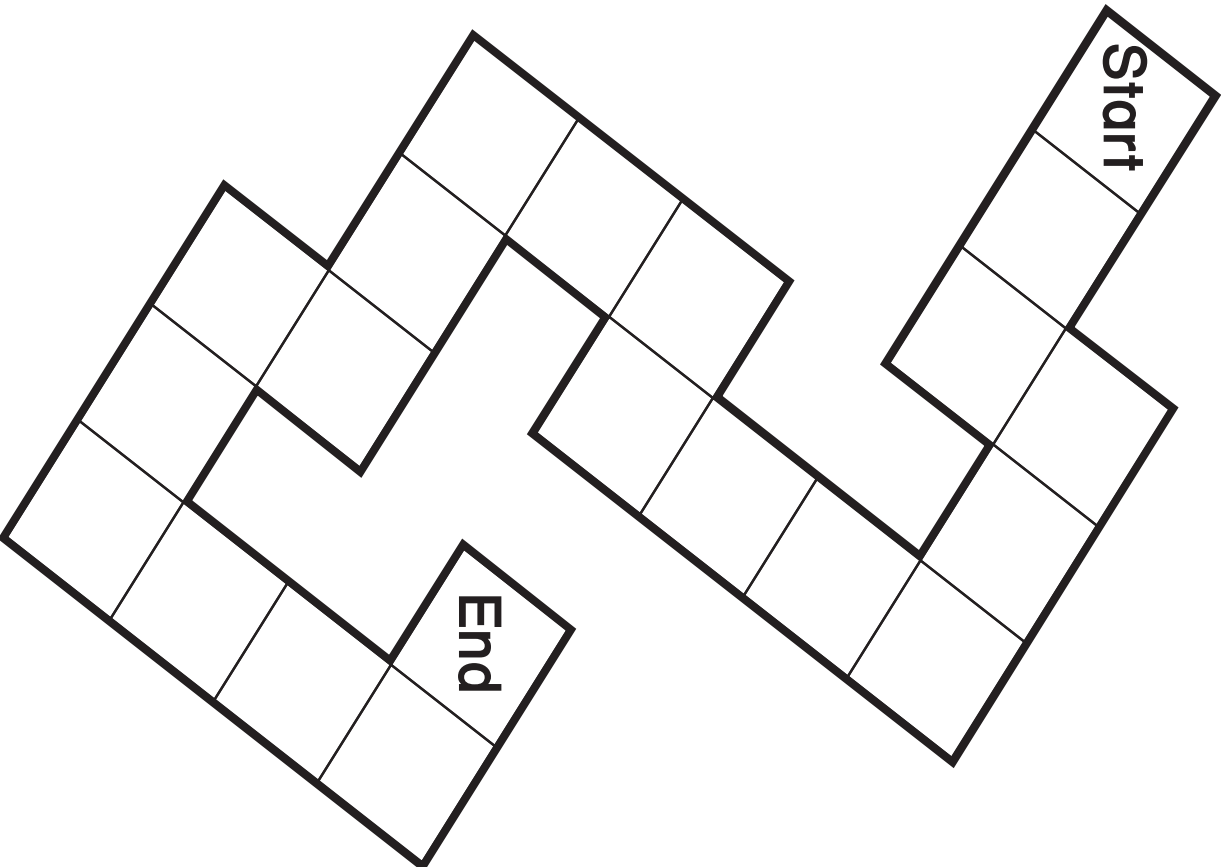
**Materials** paper, scissors, paper clip, pencil,  
1 button per player

## Game Directions

1. Make a simple spinner as shown.
2. Players take turns spinning and then naming and spelling a word with the *ou* sound as in *out* and *cow*. Possible words: *our*, *sound*, *about*, *round*, *scout*, *loud*, *cloud*, *count*, *trout*, *out*, *ouch*, *down*, *town*, *brown*, *how*, *now*, *cow*, *plow*, *groul*.
3. If the word is spelled correctly, the player may move that number of spaces as shown on the spinner.
4. Play continues until all players reach End.



2



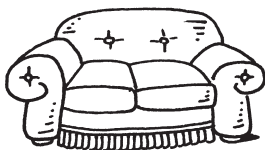
3

Name \_\_\_\_\_

Write a word from the box to match each picture.

couch flour hound  
house mouse spout

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.

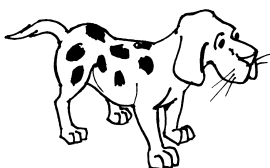


\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

6.



\_\_\_\_\_

-----

\_\_\_\_\_

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Find the word that has the same vowel sound as



Mark the  to show your answer.

7.  sand  
 sound  
 send

8.  sheet  
 shut  
 shout



**Home Activity** Your child read and wrote words with *ou* that have the vowel sound heard in *cloud*. Encourage your child to make a list of other words with *ou* that rhyme with *found* and *shout*.

Name \_\_\_\_\_

Look at the pictures.

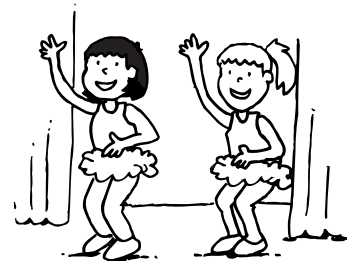
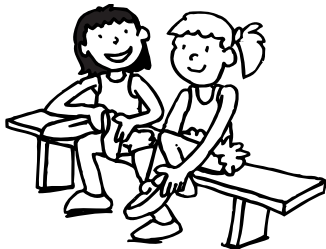
Write 1, 2, 3 to put the sentences in order.



1. The sled flew down the hill. \_\_\_\_\_

2. We pulled the sled up the hill. \_\_\_\_\_

3. We sat on the sled. \_\_\_\_\_



4. We will go out on the stage. \_\_\_\_\_

5. We will put on our dance shoes. \_\_\_\_\_

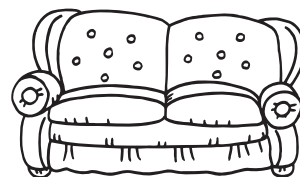
6. We will bow as the people clap. \_\_\_\_\_



**Home Activity** Your child put events in order to form a story. Ask your child to draw a series of pictures showing three events in the order in which they happened.

Name \_\_\_\_\_

Circle the word for each picture.



sofa

1.



lesson lemon

2.



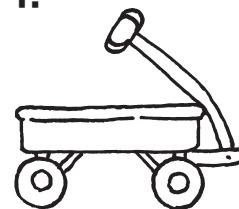
pillow pilot

3.



bacon basket

4.



wagging wagon

5.



river rigged

6.



napkin navel

7.



timber tiger

8.



came camel

Draw a picture for each word.

9. spider

10. shadow



**Home Activity** Your child read words with two syllables that have one consonant in the middle. Have your child choose five words from the page and use each word in a sentence.

Name \_\_\_\_\_

Pick a word from the box to finish each sentence.

Write it on the line.

door loved should wood

Dear Jack,

I had such a good time at your house last week.

\_\_\_\_\_

-----

I \_\_\_\_\_ it when we played in the snow!

Remember when we made an igloo?

\_\_\_\_\_

-----

We used a blanket for the \_\_\_\_\_, and it froze stiff.

\_\_\_\_\_

-----

You \_\_\_\_\_ come to my house!

It is very warm here even in the winter.

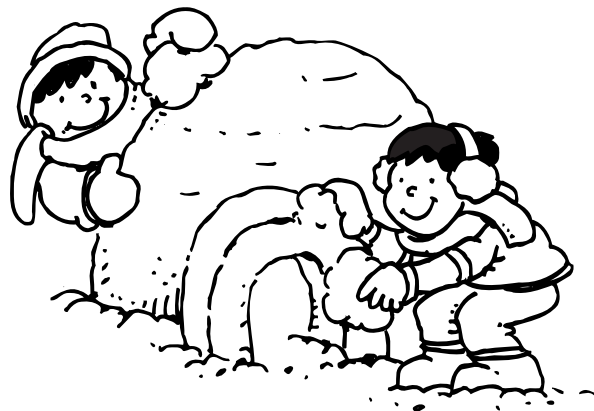
\_\_\_\_\_

-----

My dad and I are going to paint the \_\_\_\_\_ rail.

Your friend,

Sam



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**Home Activity** Your child learned to read the words *door*, *loved*, *should*, and *wood*. Ask your child to write a story that uses each word and read it aloud.

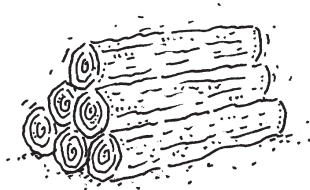
Name \_\_\_\_\_

Pick a word from the box to match each clue.

Write it on the line.

borrowed door loved presently  
should usually wood

1.

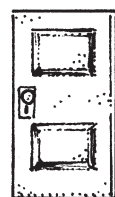


\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3. You \_\_\_\_\_ say, "Thank you."

\_\_\_\_\_

-----

\_\_\_\_\_

4. after a little time passes

\_\_\_\_\_

-----

\_\_\_\_\_

5. most of the time

\_\_\_\_\_

-----

\_\_\_\_\_

6. I liked it a lot! I \_\_\_\_\_ it.

\_\_\_\_\_

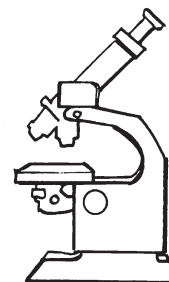
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\_\_\_\_\_

7. I do not own this. I \_\_\_\_\_ it.

\_\_\_\_\_

-----



**Home Activity** Your child learned to read the words *borrowed*, *door*, *loved*, *presently*, *should*, *usually*, and *wood*. Draw a curved line to look like a path. Write the words from this page along the path. Have your child read the words while "traveling" the path.

Name \_\_\_\_\_

Read each sentence.

Circle the word that has the same vowel sound as **crown**.



crown

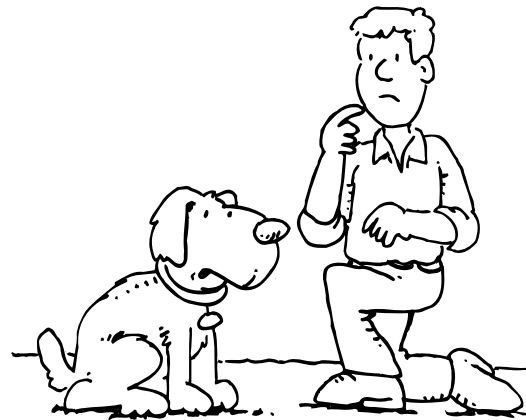
1. Mr. Hill walked downtown.

2. He saw a brown dog.



3. Mr. Hill frowned.

4. How could he help the dog?



5. Mr. Hill looked down at the tag.  
Now he knew what to do!



**Home Activity** Your child identified words with the same vowel sound as *crown*. Ask your child to write a short poem using words that rhyme with *how* and *brown*.



Name \_\_\_\_\_

Pick a word from the box to match each clue.

Write the words in the puzzles.

candle little middle needle purple uncle

1. red + blue =

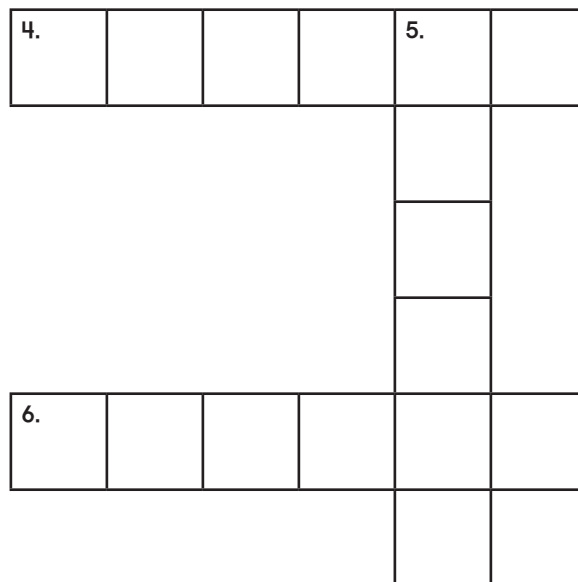
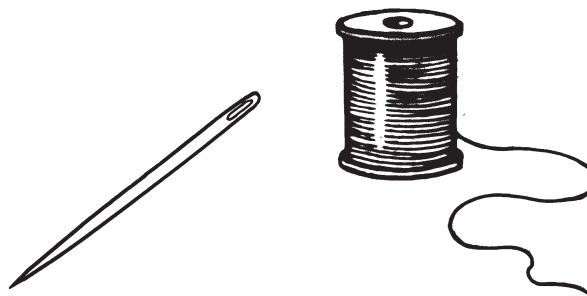
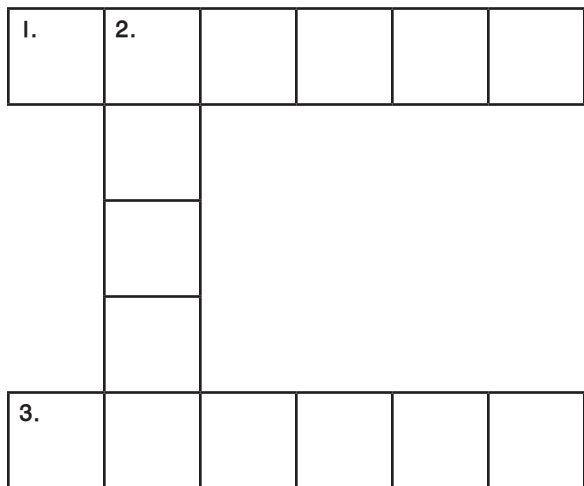
2. not aunt

3. something sharp

4. halfway

5. not big

6. gives off light



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**Home Activity** Your child solved puzzles using two-syllable words with a consonant and *le* in the second syllable. Make up your own crossword puzzle with clues using two-syllable words with a consonant and *le* as the second syllable. Then have your child do the puzzle.

Name \_\_\_\_\_

**Read** the numbered words in each list.

**Match** each numbered word with the guide words that show where you would find the word in a dictionary.



**Draw** a line from the numbered word to its guide words.

1. mouth

A. part / plant

2. picture

B. gerbil / goose

3. give

C. mouse / much

4. dance

D. damp / date

5. because

E. clam / cube

6. color

F. bark / beep

7. present

G. name / nice

8. draw

H. dish / duck

9. never

I. porch / price



**Home Activity** Your child learned about using alphabetical order and guide words in a dictionary. Help your child look up other words in a dictionary at home.

*Here are ways to help your child practice skills while having fun!*

### Day 1

Say one of the following words and have your child think of two words that rhyme with it: *look* and *stood* (*book, shook, wood, good*).

### Day 2

Write these words: *liked, waving, voting, hopes, fixes, smiling*. Have your child write the base word for each word. Help with spelling changes, if needed.

### Day 3

Write the following words in a list: *among, another, instead, none*. Together, write a poem about spending the day with friends or about a happy day spent alone.

### Day 4

Write each spelling word on a card: *book, moon, took, food, look, pool, zoo, noon, good, foot*. Have your child sort the words into two groups, according to vowel sounds.

### Day 5

This week your child is learning how things in a story are alike and different. As you read this week, discuss ways in which things in your story are alike and different.

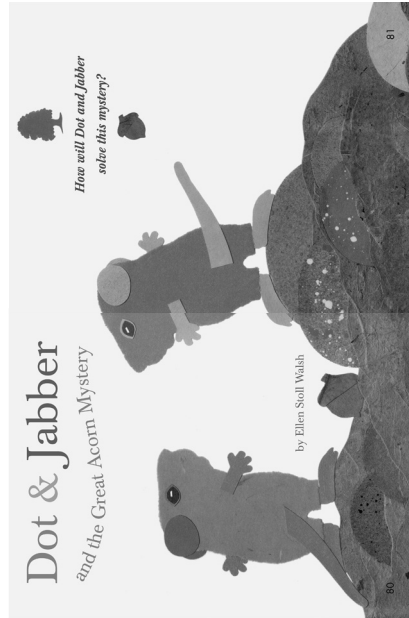
**Name**

# Family Times

*You are your child's first and best teacher!*

**This week we're**

**Reading** Dot & Jabber and the Great Acorn Mystery



**Talking About** Why we want to find answers to some questions

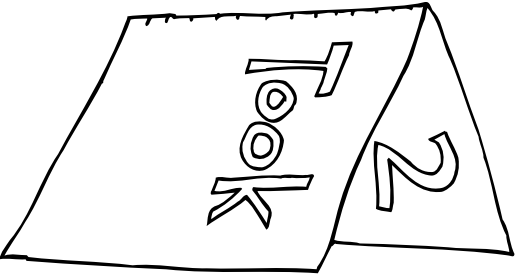
**Learning About** Vowels in *book*  
Inflected Endings  
Compare and Contrast

# Look at a Book

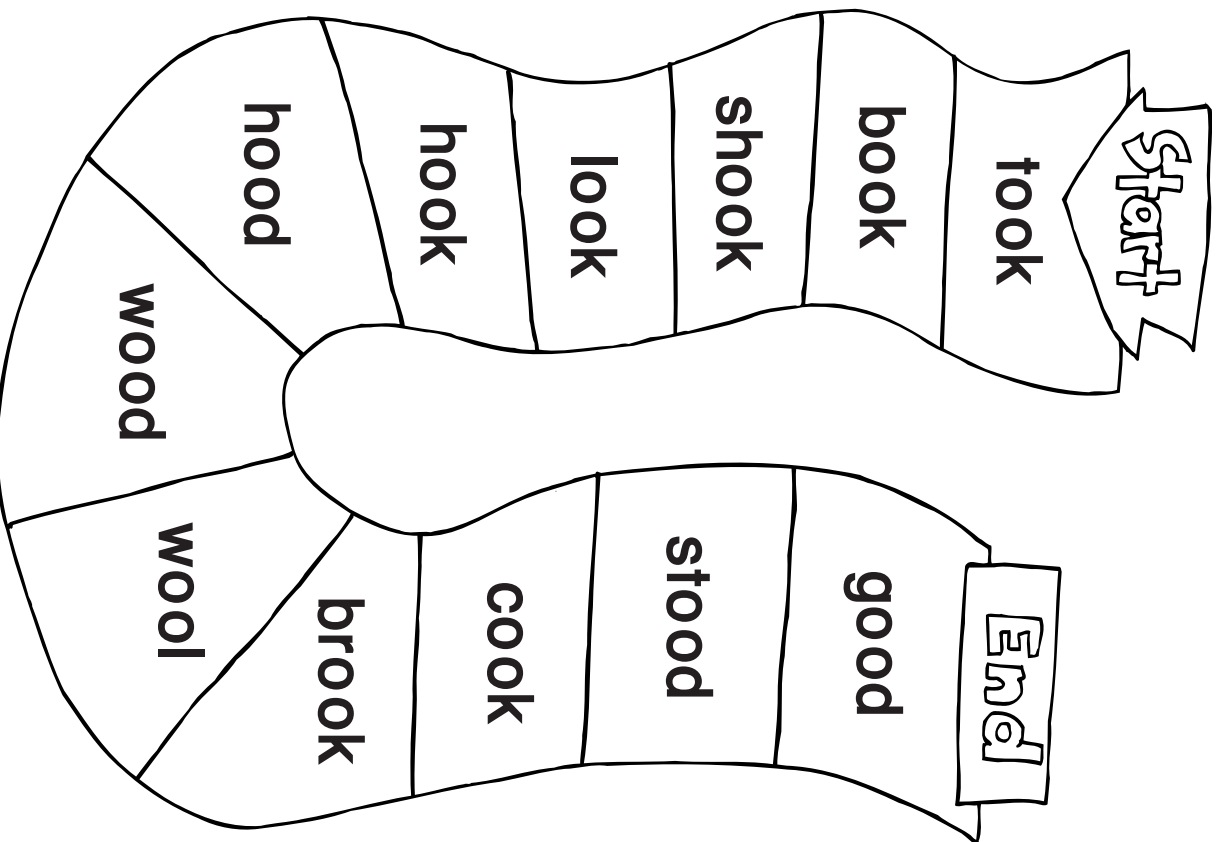
**Materials** index cards, marker, paper, 1 button for each player.

## Game Directions

1. Fold 12 index cards in half to make a "book." Write one of the words from below on the outside "cover" of each. Write 1, 2, or 3 on the inside of each. Draw a game board, such as the one shown on p. 3.
2. Place the books in a small box or bag.
3. Players take turns picking one book from the box or bag. Each player reads aloud the word on the book cover and then moves the number of spaces written on the inside of the book.
4. Play continues until all players have reached End.



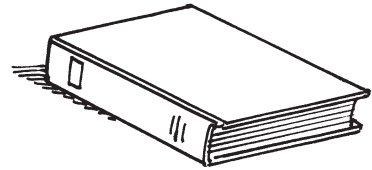
2



3

Name \_\_\_\_\_

Circle the word for each picture.



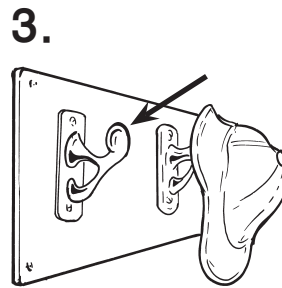
book



had hood



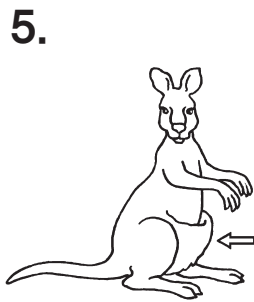
cook coat



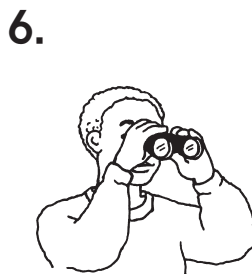
hook hard



wide wood



pooch pouch



look lock



store stood



brook brake

Find the word that has the same vowel sound as .

Mark the  to show your answer.

9.  tock  
 take  
 took

10.  greed  
 goat  
 good

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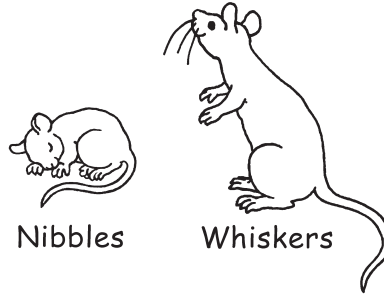
**Home Activity** Your child read and wrote words with oo that have the vowel sound heard in *book*. Encourage your child to make lists that sort the words into those that rhyme with *took* and those that rhyme with *good*.

Name \_\_\_\_\_

Look at the picture.

Circle the answer to each question.

Hint: One question will have two answers.



1. Who is big?

Nibbles

Whiskers

2. Who is little?

Nibbles

Whiskers

3. Who is sitting up?

Nibbles

Whiskers

4. Who is sleeping?

Nibbles

Whiskers

5. Who is a mouse?

Nibbles

Whiskers

6. Draw two trees that look the same.

7. Draw two trees that do not look the same.



**Home Activity** Your child compared and contrasted two animal characters. Choose two animals that your child likes. Have your child tell how the animals are alike and different.

Name \_\_\_\_\_

Add -s, -ed, or -ing to the word in ( ).

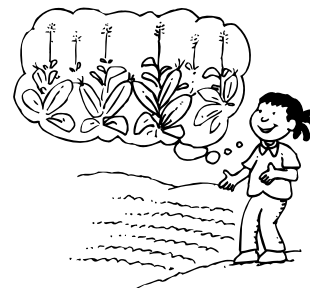
Write the new word on the line.

(hope + -s)

\_\_\_\_\_

-----

1. Jean \_\_\_\_\_ to grow corn.



(slope + -ing)

\_\_\_\_\_

-----

2. She plants seeds on the \_\_\_\_\_ hill.



(care + -ed)

\_\_\_\_\_

-----

3. Jean \_\_\_\_\_ for the plants.



(taste + -ed)

\_\_\_\_\_

-----

4. Jean \_\_\_\_\_ the corn.



(smile + -ing)

\_\_\_\_\_

-----

5. She is \_\_\_\_\_ .

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**Home Activity** Your child added -s, -ed, -ing to verbs that end in e. Write *hope*, *slope*, *care*, *rope*, and *smile* on a sheet of paper. Ask your child to tell the rule about adding -s, -ed, and -ing to each word. Then write the new words.

Name \_\_\_\_\_

Read the sentence. **Unscramble** the letters.  
Write the word on the line. **Remember** to use  
a capital letter at the beginning of a sentence.

among another instead none

1. I will have ahernot.

\_\_\_\_\_

-----

\_\_\_\_\_

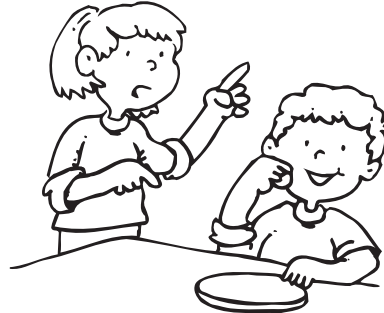


2. eNon of the fruit is left.

\_\_\_\_\_

-----

\_\_\_\_\_



3. Eat this ineadst.

\_\_\_\_\_

-----

\_\_\_\_\_



4. He likes to nap angmo his dogs.

\_\_\_\_\_

-----

\_\_\_\_\_



**Home Activity** Your child learned to read the words *among*, *another*, *instead*, and *none*. Write sentences such as these: *Is there another towel like this one? Try this one instead. None of the pie is left.* Leave a blank where the word should be, and have your child fill it in.

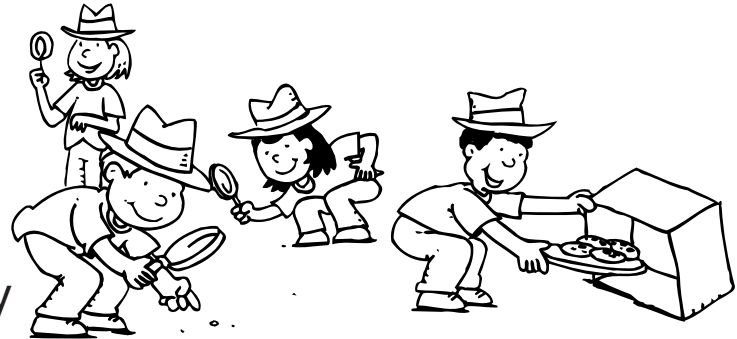
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Name \_\_\_\_\_

Write a word from the box to finish each sentence.

among another instead mystery none solve



1. We will be detectives today

\_\_\_\_\_

-----

\_\_\_\_\_ of playing in the meadow.

\_\_\_\_\_

2. What will we find \_\_\_\_\_ a million clues?

\_\_\_\_\_

-----

3. We want to solve a \_\_\_\_\_ .

\_\_\_\_\_

-----

4. Hey! Can you \_\_\_\_\_ the  
mystery of the missing food?

\_\_\_\_\_

-----

5. \_\_\_\_\_ of the clues are in the hall!

6. Hurray! Here is a clue.

\_\_\_\_\_

-----

And here is \_\_\_\_\_ clue!

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**Home Activity** Your child learned to read the words *among*, *another*, *detectives*, *hey*, *hurray*, *instead*, *meadow*, *million*, *mystery*, *none*, and *solved*. Write each word on a slip of paper. Scatter the papers around the house. Have your child find the words and read them to you.

Name \_\_\_\_\_

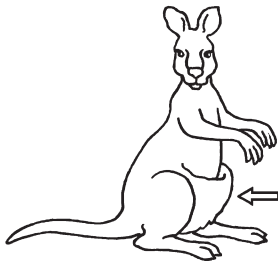
Pick a word from the box to match each picture.

Write it on the line.



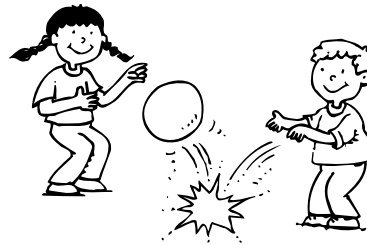
blouse bounce cloud pouch scout shout

1.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Home Activity** Your child reviewed words with *ou* that have the vowel sound heard in *house*. Encourage your child to use each word above in a sentence.

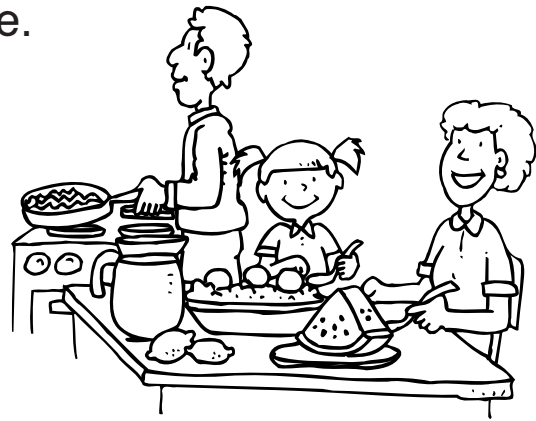
Name \_\_\_\_\_

Circle the word to finish each sentence.

Write the letter on the line.

mellon melon

1. Mom sliced a \_\_\_\_\_ .



salad sallad

2. Tina put a \_\_\_\_\_ on a plate.

lemons lemmons

3. Dad squeezed \_\_\_\_\_ .

baccon bacon

4. Now Dad cooks the \_\_\_\_\_ .

finish finnish

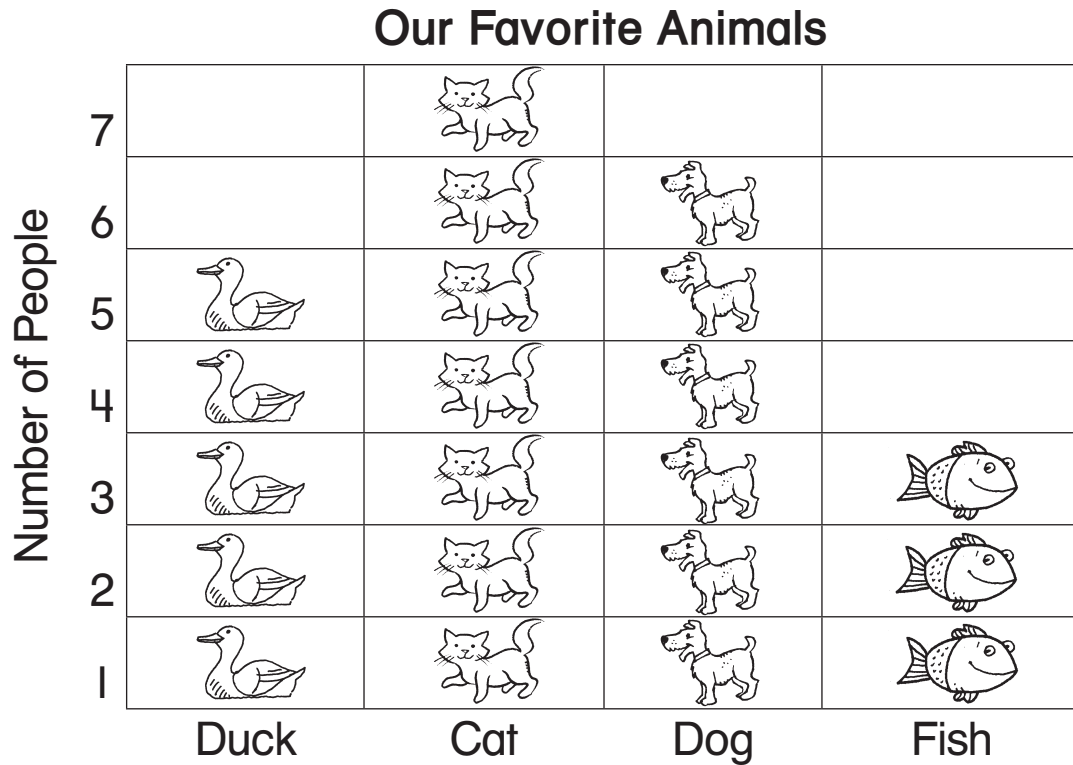
5. Soon we will \_\_\_\_\_ making lunch.



**Home Activity** Your child completed words with two syllables that have one consonant in the middle. Name some foods you like. Ask your child to identify the middle consonant sounds in the words.

Name \_\_\_\_\_

Look at the picture graph.  
Answer the questions.



1. Which is the most favorite animal? \_\_\_\_\_

2. Which is the least favorite animal? \_\_\_\_\_

3. How many children like dogs best? \_\_\_\_\_

4. How many children like ducks? \_\_\_\_\_



**Home Activity** Your child learned how to read a picture graph. Help your child make a picture graph to represent the favorite foods of members of your family.