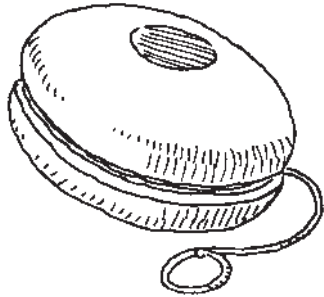


Name _____

 **Write**



Y

y



Q

q

yet

Quin



Directions Have children write a row of each letter and then write the words.



Home Activity Ask your child to write each letter and tell you how to make the letter.

Name _____



Write



Color







Yy
Qq







Directions: Name each picture. Write *y* if the word begins with /y/. Write *qu* if the word begins with /kw/. Color the /kw/ pictures.



Home Activity: Have your child find other words with /y/ or /kw/.



Tim ran to the end.
Tim had a rest.

4

Decodable Story *Run, Tim*
Target Skill /y/ Spelled Yy, /kw/ Spelled Qq

Name _____

Run, Tim



Tim ran past his sis.
She said,
“You can not quit yet.”

1



Tim ran up a hill.
His dad said,
“You can not quit yet.”

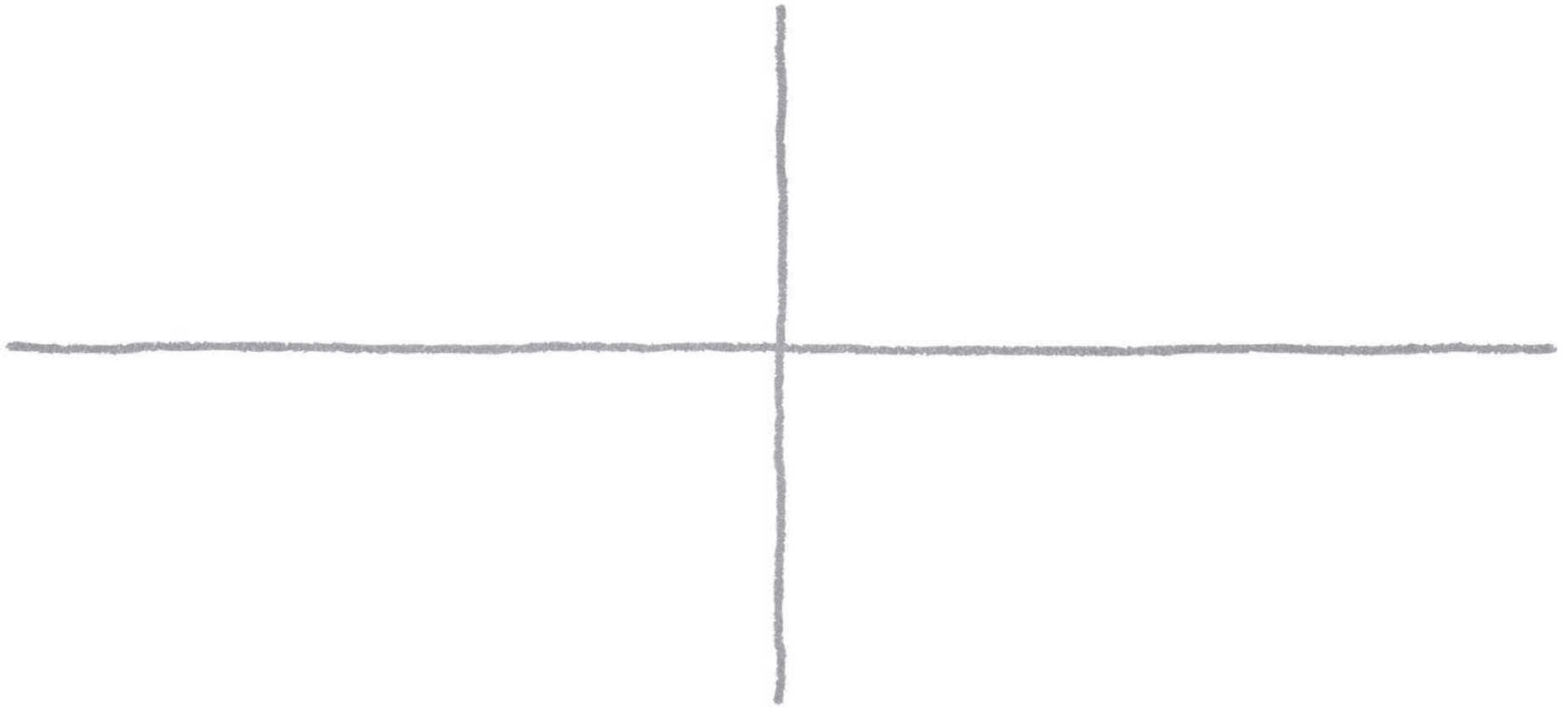


Tim ran and ran.
His mom said,
“You can not quit yet.”

Name _____



Draw



Directions Have children draw pictures of themselves doing or making things as topic ideas for the how-to report.



Home Activity Ask your child to tell you about his or her pictures of topic ideas.

Name _____



Draw



Write

Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Directions Have children illustrate or write the class how-to report topic question and dictate or write another question about the topic.



Home Activity Ask your child to tell you about the how-to report the class is planning to write.

Name _____



Write



Color

come

we

where

she

_____ can see me.



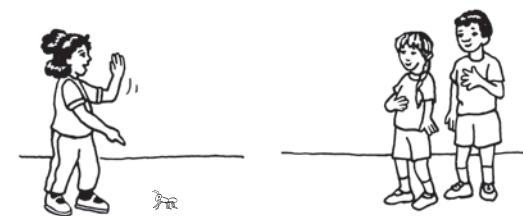
_____ can run fast.



_____ will you go?



_____ and see this bug.



Directions: Read each sentence. Write the missing word to finish the sentence. Color the picture.



Home Activity: Have your child use the high-frequency words in other sentences.

Name _____



Circle



Write



dog

sat

She _____ on the bus.



look

yet

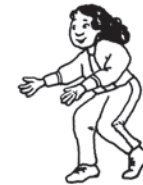


We _____ up at a jet.



hat

ran



My dog _____ to me.



see

bag

_____ my cat!



hop

leg

He can _____.



bell

sit

Can I _____ here?



Directions: Circle the verb that matches the picture.
Write the word to complete the sentence.

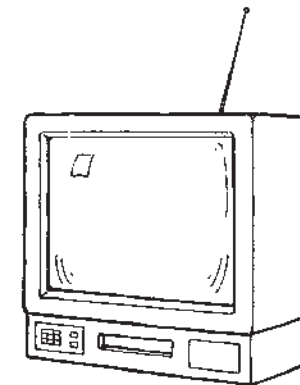
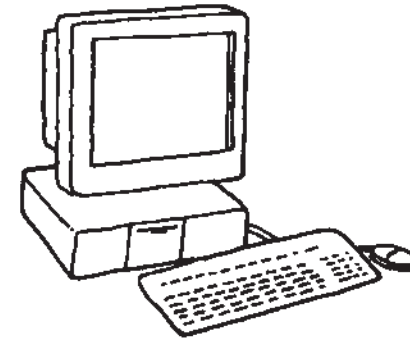


Home Activity: Have your child read each sentence.

Name _____



Circle



Directions Ask: Which source would be best to find out how to get a library card? Have children circle the best source and then tell why.



Home Activity Discuss with your child ways that the computer can be a good source for information .

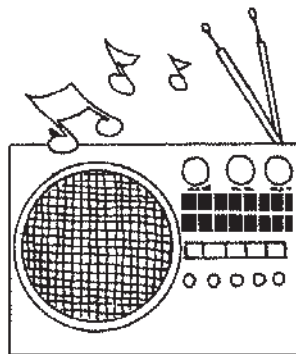
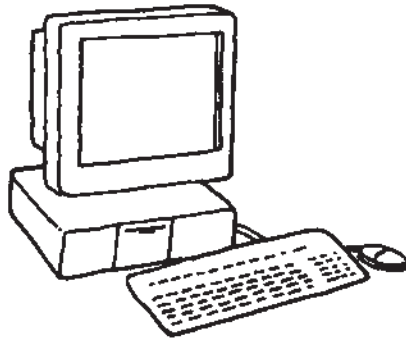
Name _____



Circle



Draw



Directions Ask: Which source or sources would you use to find the hours the library is open? Have children circle the best source(s). In the empty space, have them draw another source they could use to answer the question. Discuss their choices.



Home Activity Suggest various types of information and have your child tell where to look for the information.

Name _____



Write



Color

ilt



ak



arn

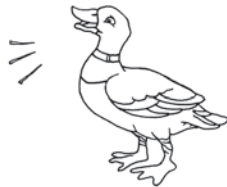


Yy
Qq

ick



ack



ell



Directions: Name each picture. Write *y* if the word begins with /y/. Write *qu* if the word begins with /kw/. Color the /y/ pictures.



Home Activity: Have your child draw pictures of things that begin with /y/ and /kw/.

Name _____



Circle



Color



Directions: Circle the picture that shows what you think the child would do next. Color the pictures.



Home Activity: Have your child explain how he or she arrived at each conclusion.

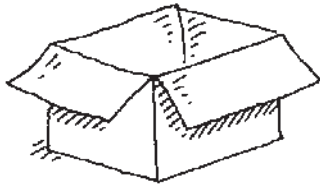
Name _____



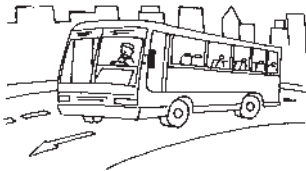
Circle



Write



The box is big.



The bus will go fast.



That is a big bed.



Directions Say the picture name. Read the sentence.
Circle the noun. Then write the noun on the lines.



Home Activity Point to and read sentences in a book.
Have your child identify the nouns.

Name _____



Write



Draw

1.

2.

3.



Directions Have children write, dictate, or copy their draft or key words from the how-to report. Have them draw pictures to go with the list.



Home Activity Ask your child to tell you what he or she learned about the topic of the class how-to report.

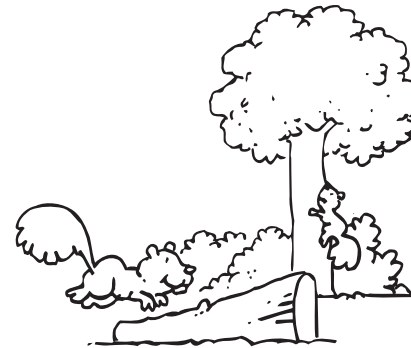
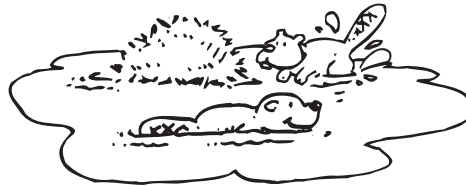
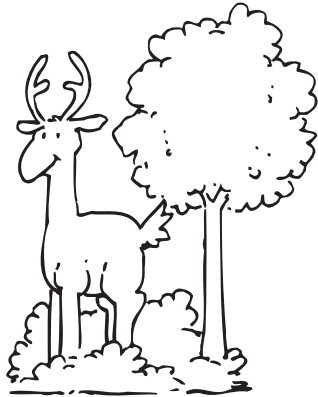
Name _____



Circle

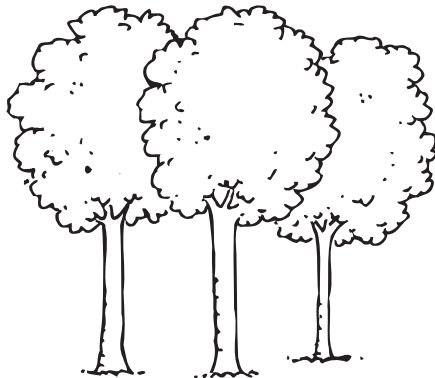


Color



pets

animals



plants

animals



Directions: Circle the word that tells what the pictures in the row are all about. Color the pictures.



Home Activity: Have your child tell what each set of pictures is all about.

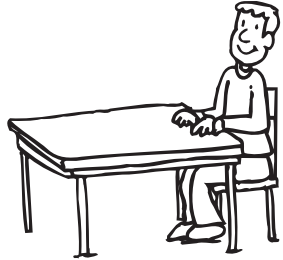
Name _____



Circle



Write



sat

bat

The man _____ here.



mop

hop

Jan can _____.



jump

dump

Pat can _____.



looks

hooks

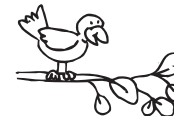
Nan _____ at it.



fan

ran

The man _____ fast.



likes

bikes

Tom _____ the bird.



Directions: Look at the picture. Circle the verb that completes the sentence. Then write the word and read the sentence.



Home Activity: Have your child use the verb that is not circled in each box in a sentence.

Name _____



Write



Draw

I will add this to my draft.

Two sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Directions Have children draw pictures of and write or dictate additional details and sentences that could be included in the how-to report.



Home Activity Have your child tell you how the class revised the how-to report to make it better.

Name _____



Write



Draw

Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Directions Have children draw, write, or dictate the entire how-to report.



Home Activity Discuss with your child another topic he or she would like to write about. Try drafting a how-to report on this topic.

Name _____



Circle



Write

1. how do you do it

2. first, sign up for a card

3. Last, show your new card



Directions Have children circle the mistakes and rewrite the words or sentences correctly on the lines.



Home Activity Have your child point out and explain his or her edits.

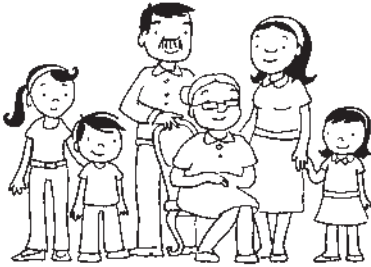
Name _____



Circle



Write



I shared my selection with _____.

Here's what he/she learned.



Directions Have children circle the picture that shows with whom they shared their how-to report. Then have children ask the peer or adult reviewer to fill in the blanks and to discuss the how-to report with him or her.



Home Activity Ask your child to read or tell the how-to report to you.