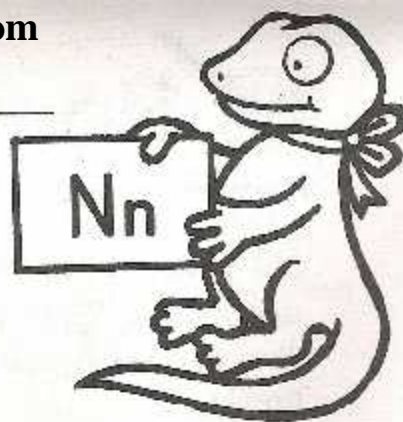


Name _____



N m M T r



N N

n n

Consonant Nn

Ask children to name the letters by the newt at the top of the page. Have them find and circle Nn's on the page. Then have them trace and write N and n in the space provided.

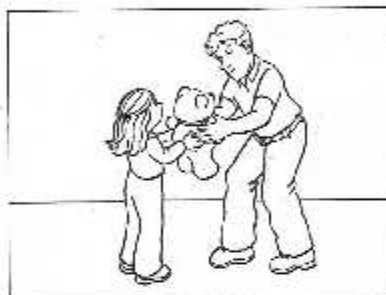
Name _____



the



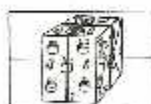
bear



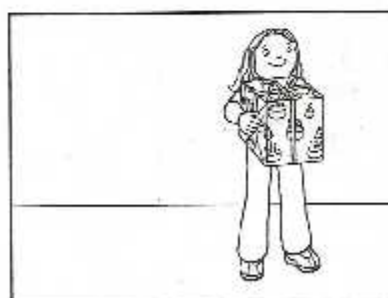
box



paper



present



No

Name _____



Grandma



Grandpa



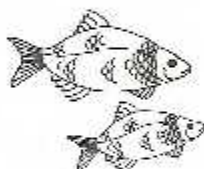
Daddy



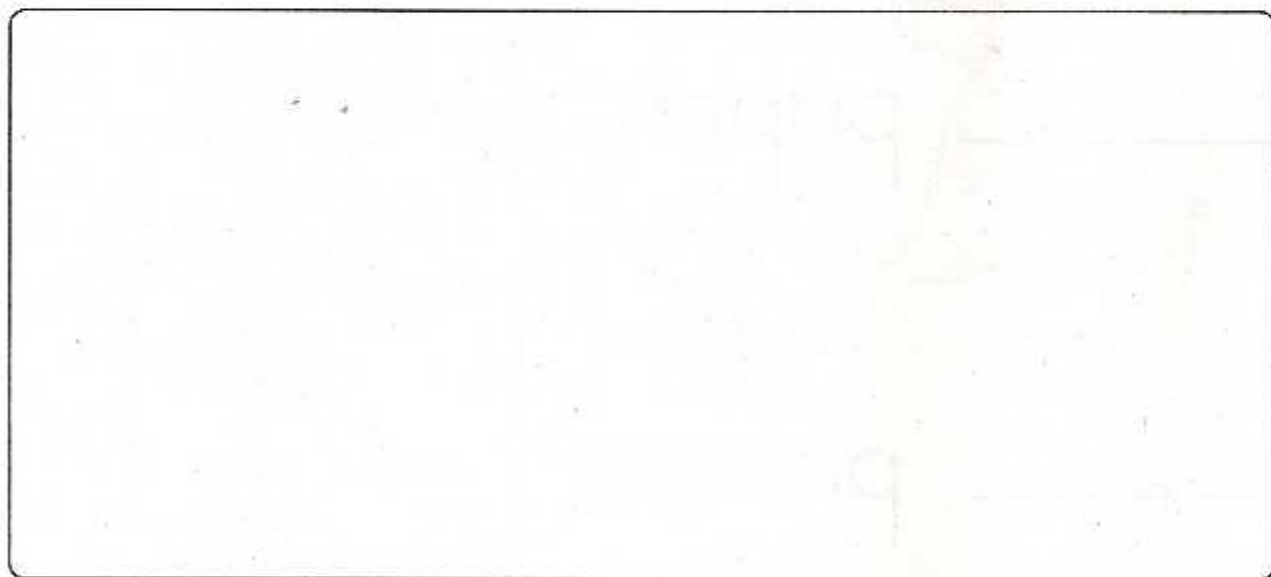
Mommy



Uncle



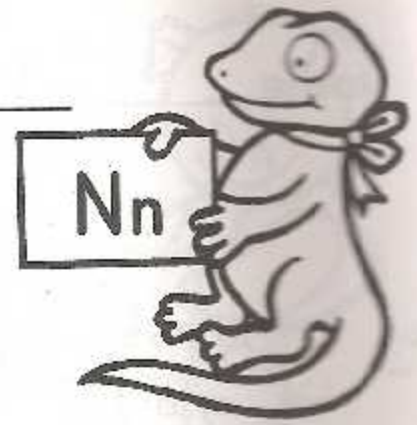
Auntie



Response to Literature: *Bear's Busy Family*

Have children name the family members and then draw lines to show what each family member does for baby's birthday feast. Then have children draw their favorite character in the frame at the bottom of the page.

Name _____



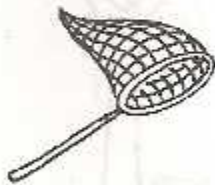




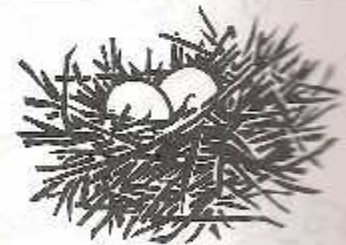


10









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Relate Nn to /n/

Have children name each picture. Ask them to write *N* or *n* on the first line if they hear the sound /n/ at the beginning of the picture name. Have them write *N* or *n* on the second line if they hear /n/ at the end.

No

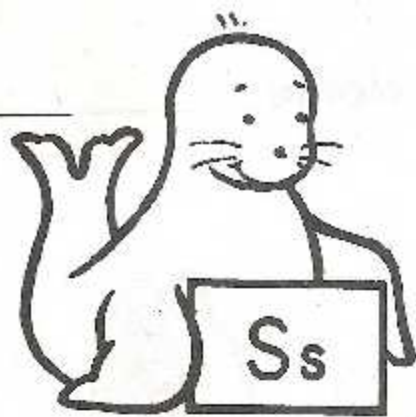
Name _____



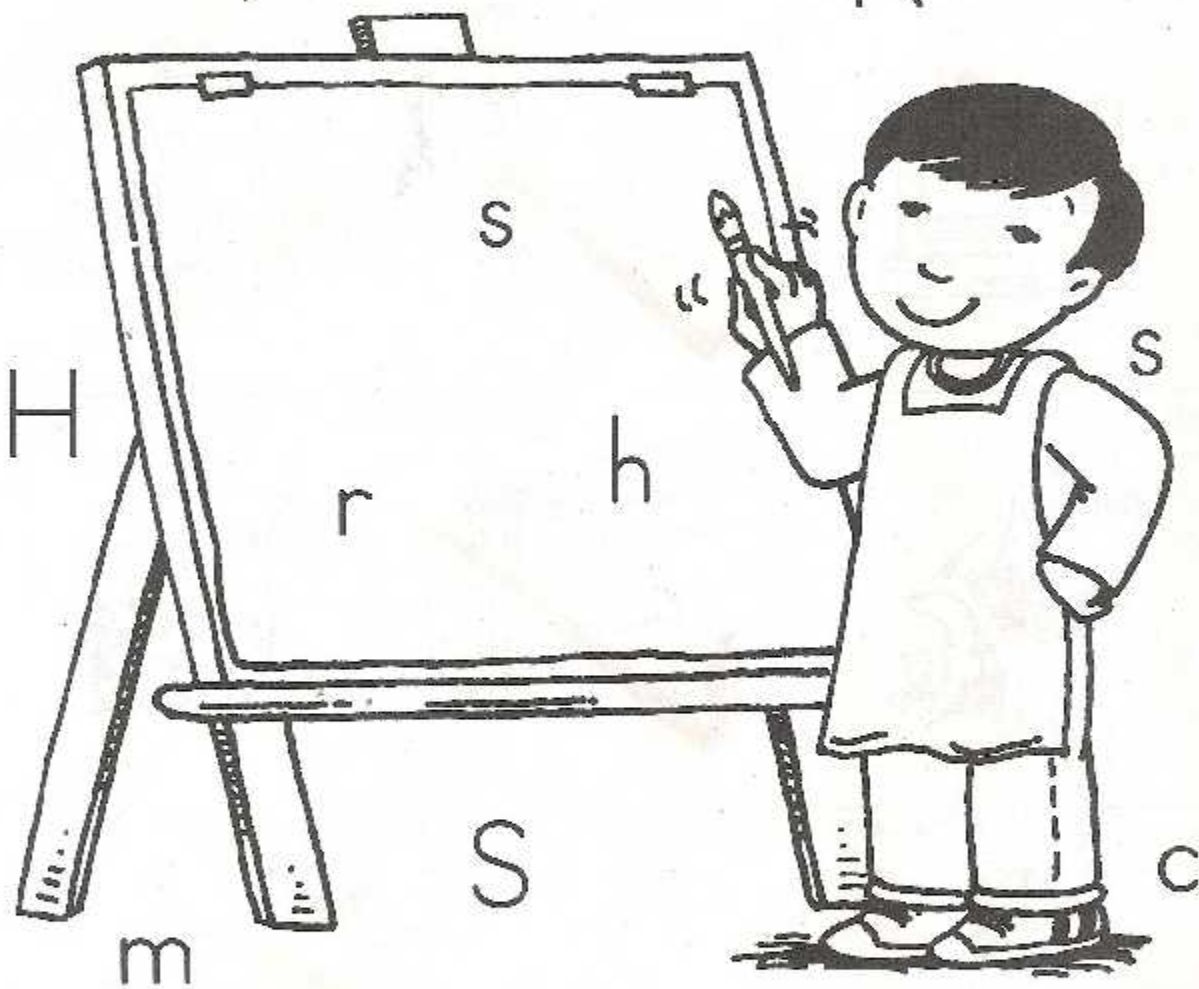
Comprehension Skill: Characters

Browse through *Bear's Busy Family* to help children recall the characters and events. Talk about the four bears shown on the page. Have children complete each picture by drawing what that character brings to the birthday feast.

Name _____



C
S M R



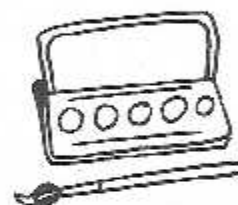
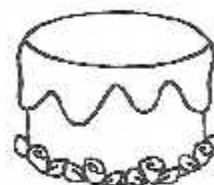
S S

s s

Consonant Ss

Ask children to name the letters at the top of the page. Have them find and circle Ss's on the page. Then have them trace and write the S and s in the space provided.

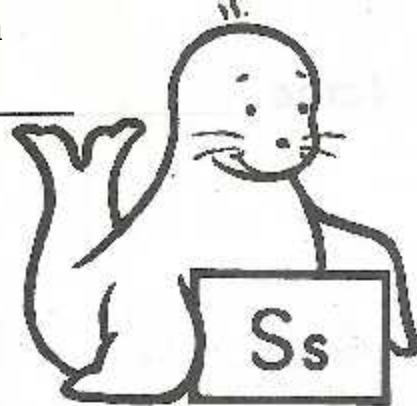
Name _____



Literature Response: *Something Special*

Have children use the pictures to retell the story. Ask them to draw a picture of something special that they can do.

Name _____



--	--	--	--	--	--



--	--

--	--

--	--



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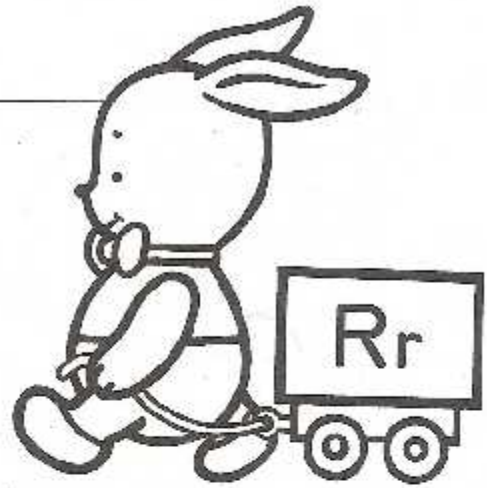
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Relate Ss to /s/

Have children say each picture name. Have them write S or s in the first box for pictures whose names begin with /s/ or in the second box for pictures whose names end with /s/. For pictures that do not begin or end with /s/, have children leave both boxes empty.

Name _____



M

R

S



m

r

s

r

s



R



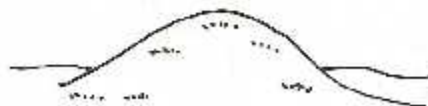
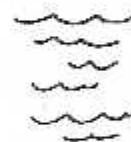
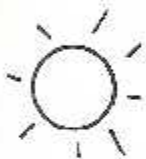
R R

r r

Consonant Rr

Ask children to name the letters by the rabbit at the top of the page. Have them find and circle Rr's on the page. Then have them trace and write R and r in the space provided.

Name _____

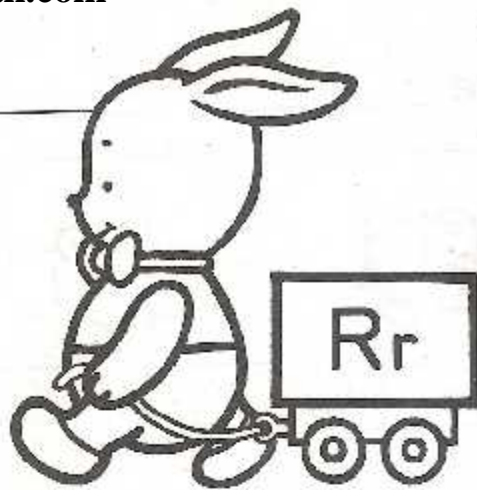


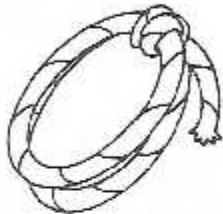
80-H1000111

Response to Literature: You and Me

Have children use the pictures in the border to talk about the story. Then have them draw themselves pretending to be something the way the children in the story do.

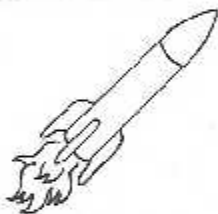
Name _____



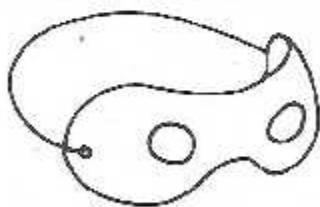




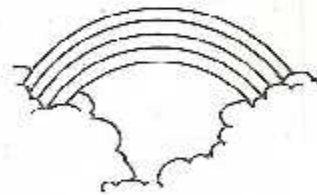








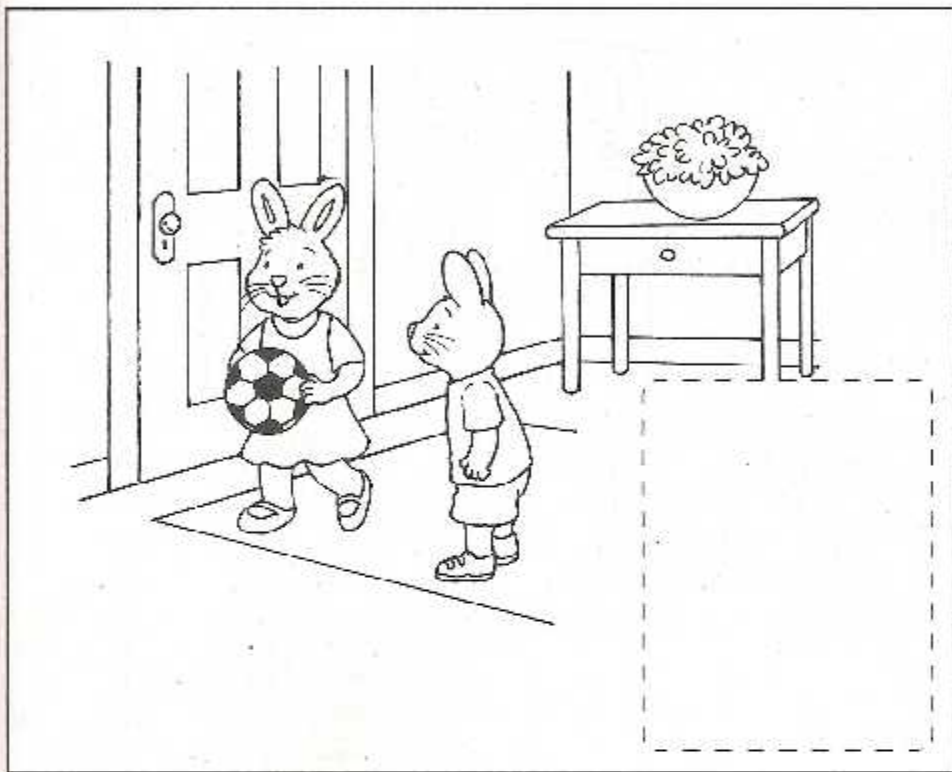




Relate Rr to /r/

Have children name each picture and write *R* or *r* in the box if the picture name begins with the sound /r/. For pictures that do not begin with /r/, have children leave the box empty.

Name _____



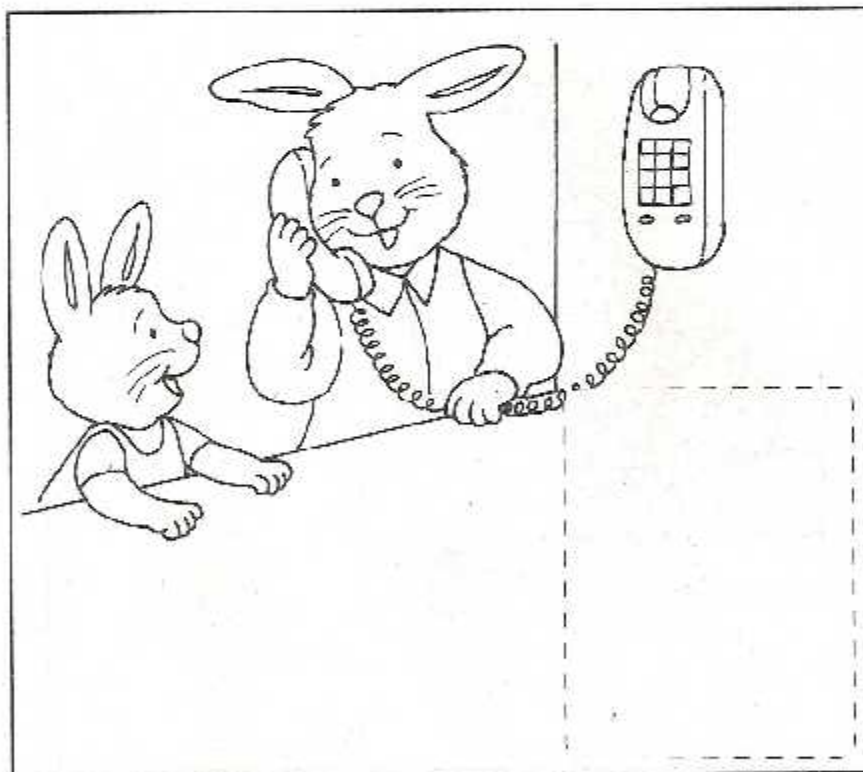
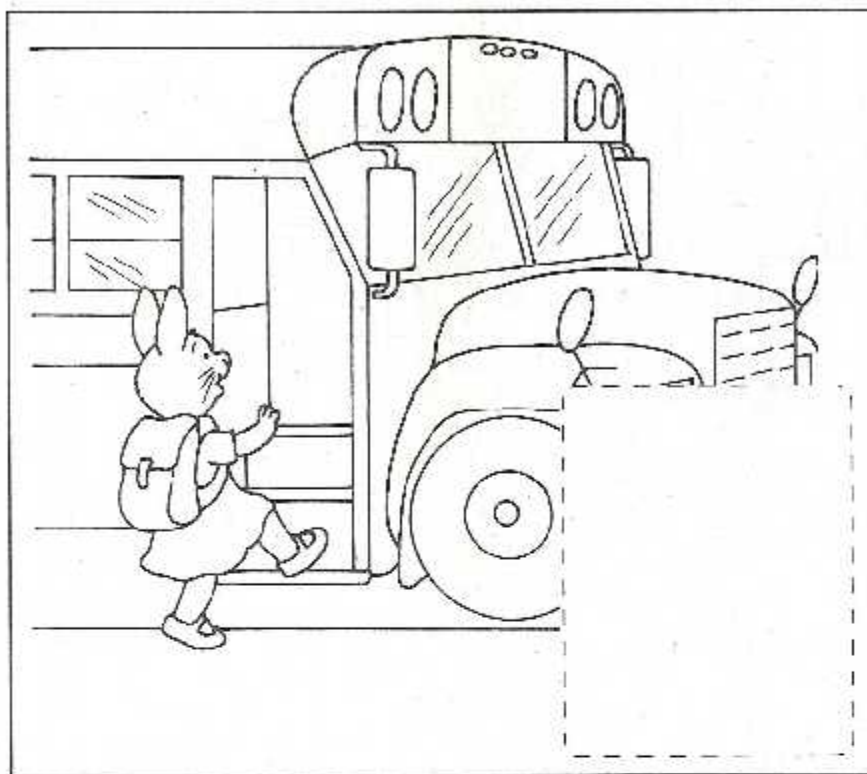
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Comprehension Skill: Make Predictions

Have children cut out the pictures on the side of the page. Discuss the scenes in the large pictures on pages 17–18. Have children glue the small pictures to show what they think will happen next in each scene.

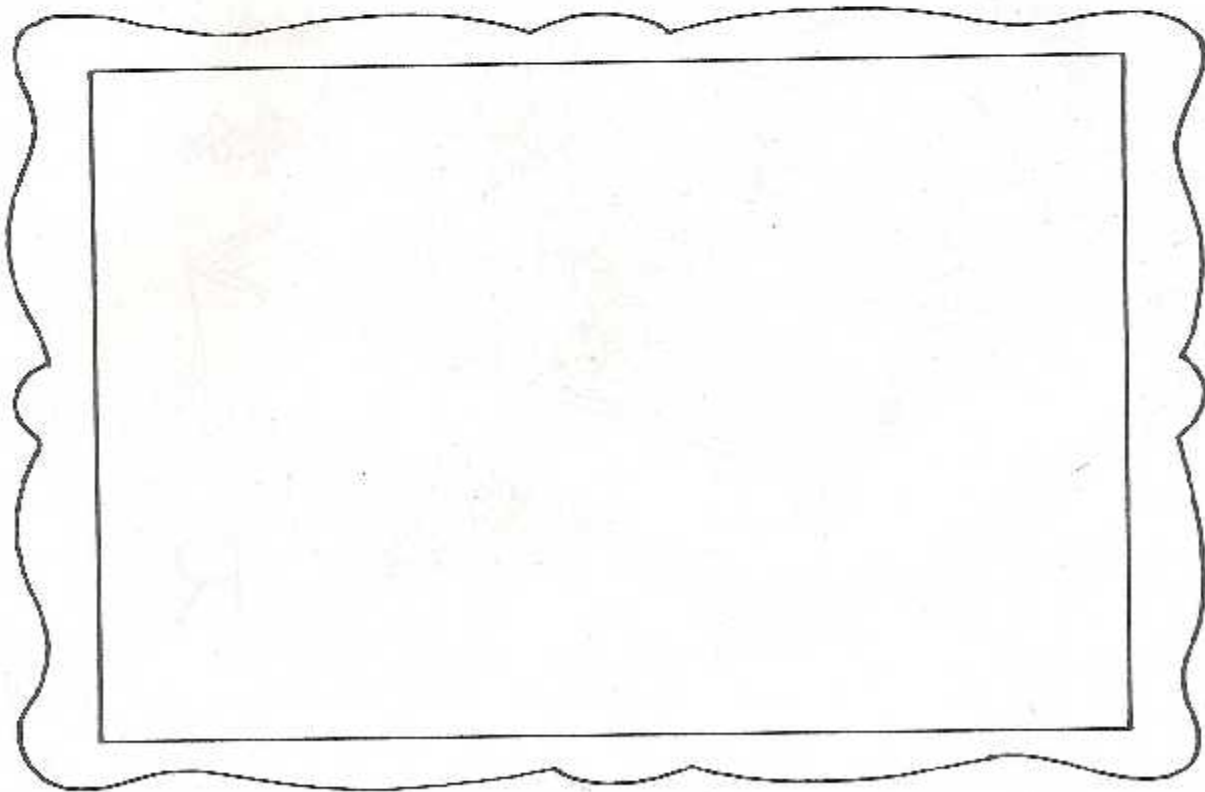
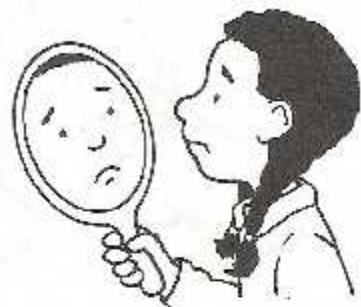
Name _____



Comprehension Skill: Make Predictions

Have children glue the small pictures to show what they think will happen next in each scene.

Name _____

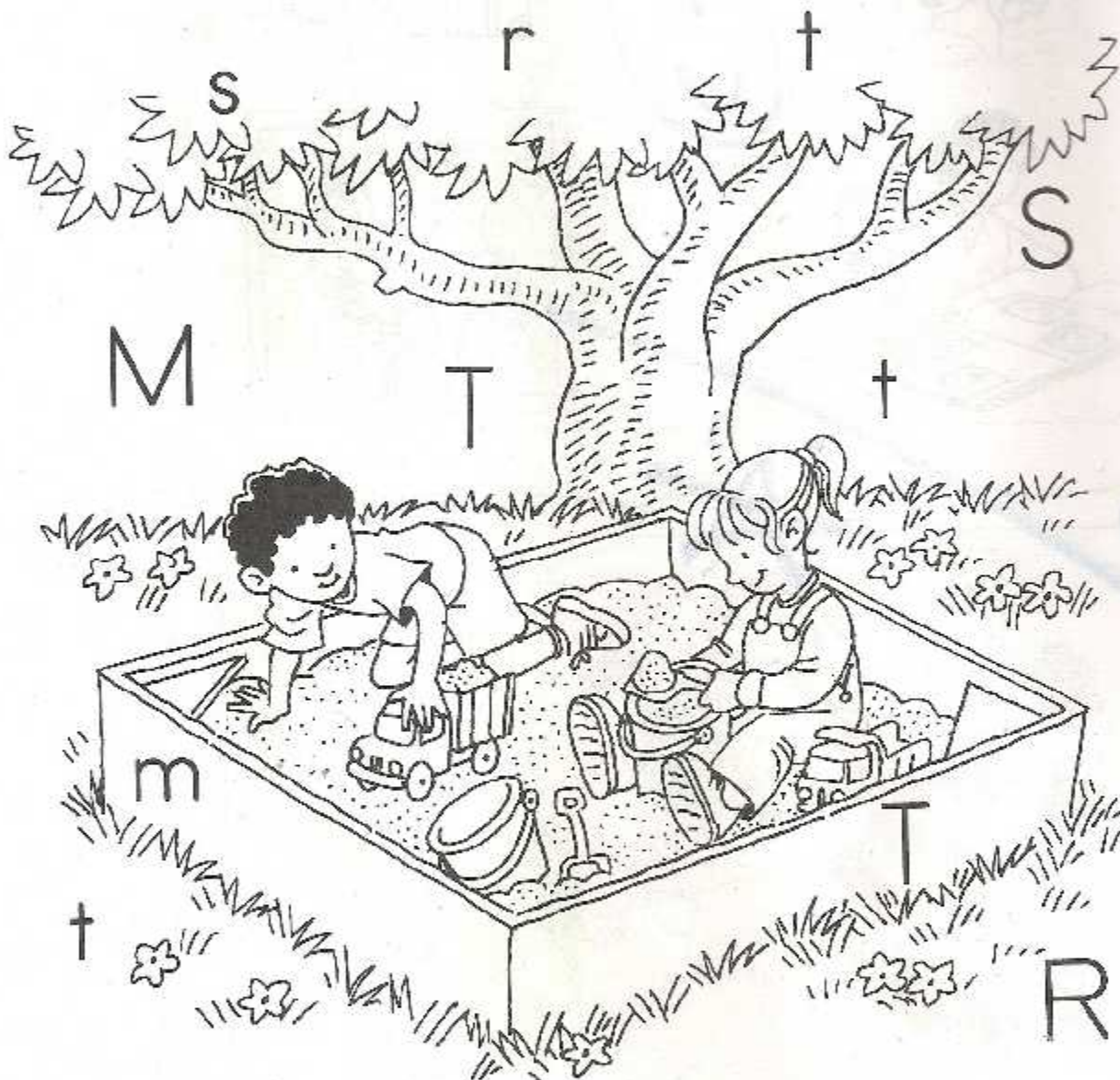
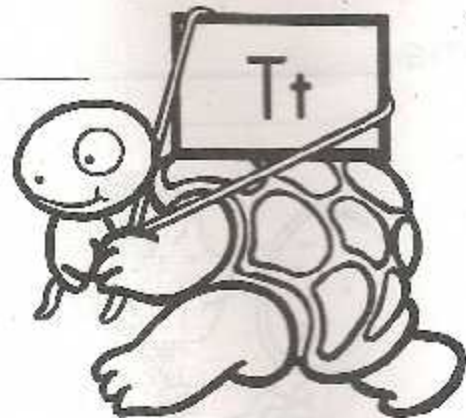


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Literature Response: Kelly in the Mirror

Have children use the pictures at the top of the page to retell the story. Then have them draw a picture of themselves in the frame. Invite children to tell about their drawings.

Name _____



T T t t

Consonant Tt

Ask children to name the letters by the turtle at the top of the page. Have them find and circle Tt's on the page. Then have them trace and write T and t in the space provided.

Name _____



my family



my dog



_____ cat



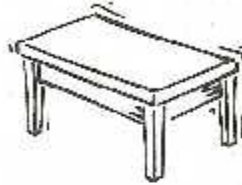
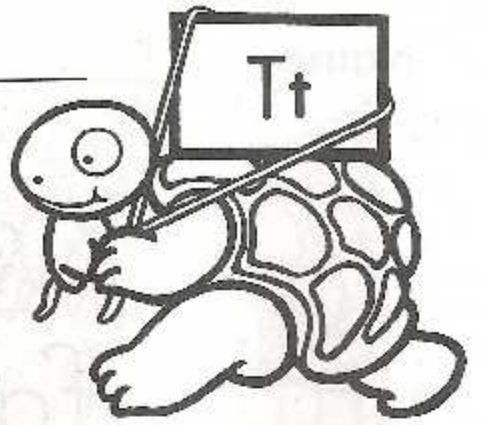
_____ house



High-Frequency Word: *my*

Have children read each line and trace or write the word *my* to complete it.

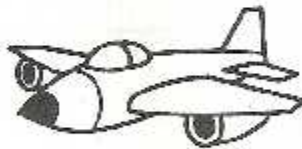
Name _____





10

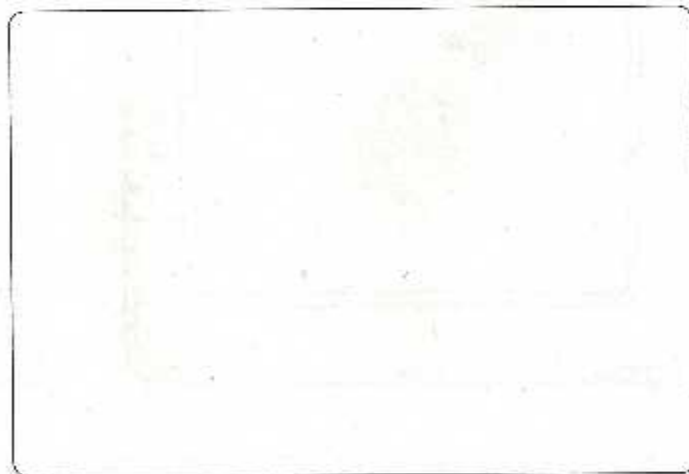
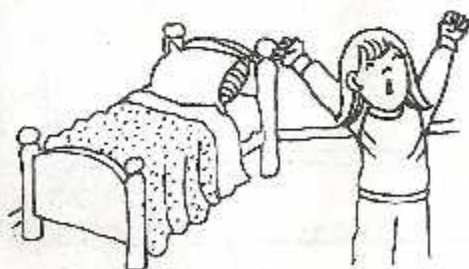




Relate Tt to /t/

Have children name each picture. Have them write T or t in the first box if they hear /t/ at the beginning of the picture name or in the second box if they hear /t/ at the end of the picture name.

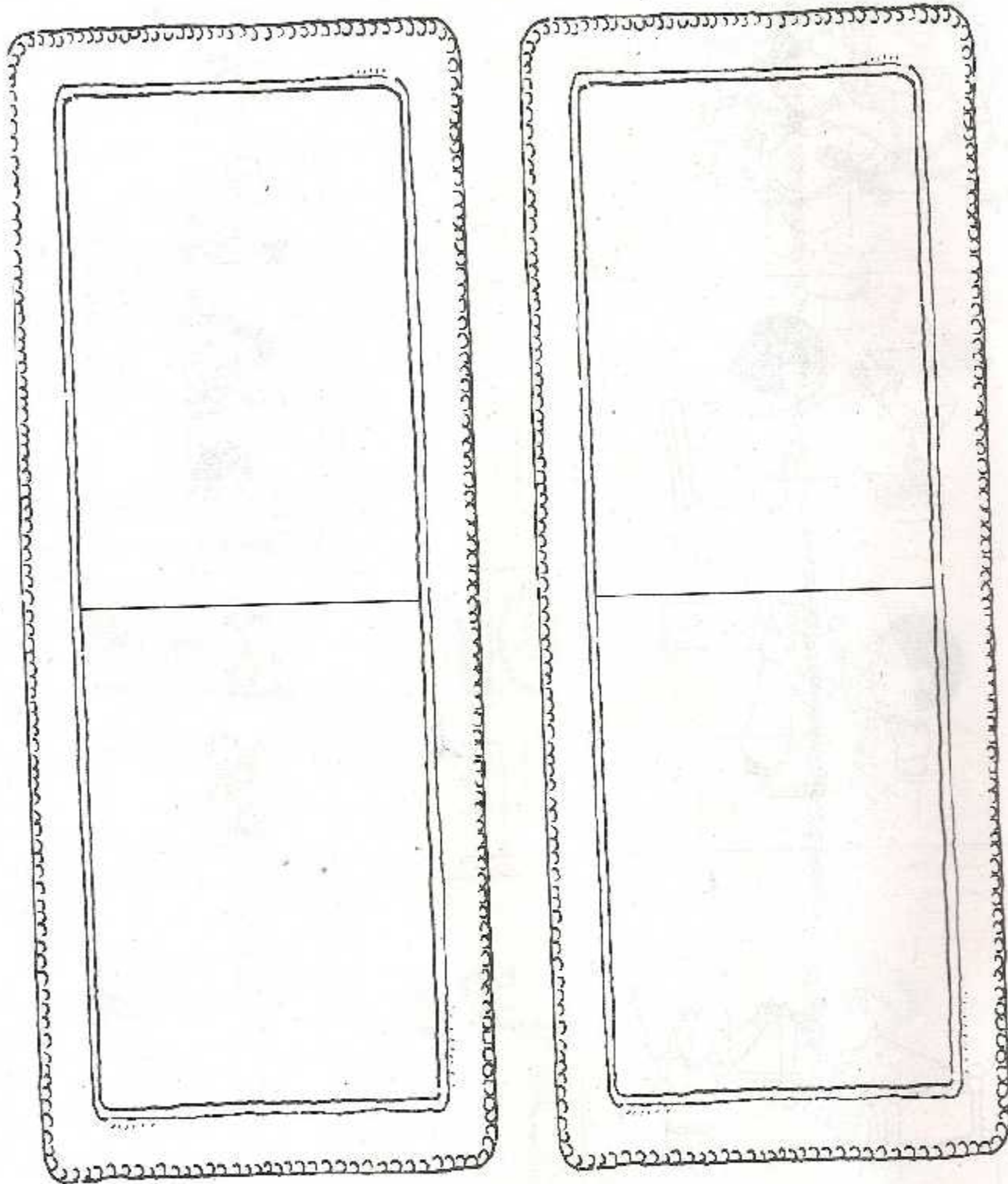
Name _____



Comprehension Skill: Make Predictions

Discuss the large picture in each row. Then ask children to circle the picture that shows what they think will happen next. In the last row, have children draw a picture to show what they think will happen next.

Name _____



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ISBN-10: 0-15-359287-7



Literature Response: Compare Texts

Discuss with children the *Library Books Something Special* and *Kelly in the Mirror*. In the top part of each mirror frame, have children draw a face to show how Sam and Kelly feel at the beginning of each story. Then in the lower part, have them draw a face to show how Sam and Kelly feel at the end of each story.

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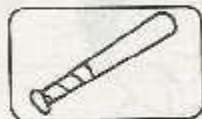
All About Me

Name _____



a

ball

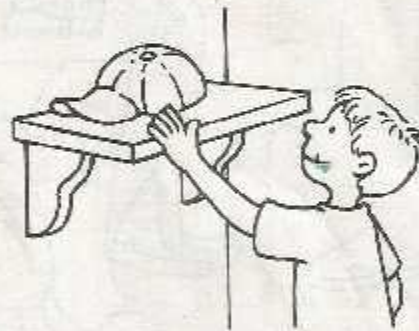


a

bat



cap



friend



High-Frequency Word: a
Help children read each line. Have them trace or write the word a to complete it.